



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 122747

DfES Number: 513882

### INSPECTION DETAILS

Inspection Date 30/03/2004  
Inspector Name Helen Hudd

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Jack & Jill Pre-School  
Setting Address 150 High Street  
Banstead  
Surrey  
SM7 2NZ

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Church Committee  
Address 150 High Street  
Banstead  
Surrey  
SM7 2NZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Jack and Jill Pre-School opened in 1972. It operates from a church hall in Banstead and has access to a kitchen, toilets and outdoor play facilities. Children attend mainly from the local area, and the group has strong links with the Baptist Church.

The group is registered to provide sessional care for 26 children aged from 2 to under 5 years, and accepts children from 2 years 9 months. There are currently 30 children on roll which includes 11 aged 3, and 8 aged 4 who are in receipt of nursery education grant funding. The setting supports children who have special educational needs and for whom English is an additional language.

Opening hours are 09:30 to 12:15 Monday to Friday during term time only.

One full time and seven part time staff work with the children, of these four have a recognised early years qualification to level three, and one is currently working towards a qualification. Ongoing training is accessed through the Early Years Childcare Service (EYCS). The setting receives support from the Early Education Advisor (EEA), the Early Learning Assistant (ELA) and the Special Educational Needs Advisor (SENA).

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Jack and Jill Pre-School is acceptable and of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff plan an environment that demonstrates a good understanding of the early learning goals. They know the children well and are responsive to their needs. They manage behaviour effectively and provide good support for children who have special educational needs. Staff observe and record children's development and use the information to inform future planning so that children continue to be challenged, however planning does not include information about key questions and vocabulary to be introduced during activities.

Leadership and management is very good. Supervisors provide annual appraisals for staff and identify training needs. Staff meetings are held regularly and future topics are planned together so that all staff are well informed. Supervisors show commitment to ongoing development by completing self evaluation documentation.

Partnership with parents is very good. Parents are well informed about the provision and their child's progress. They are offered a home visit prior to their child starting at the setting and are invited to share their skills with the children.

### What is being done well?

- Children's communication skills are developing well; they speak confidently and can recognise and write their own name.
- Children's confidence and self esteem are promoted by staff who know them well and are responsive to their needs.
- Children have good opportunities to play creatively and imaginatively using paint, music and role play equipment.

### What needs to be improved?

- planning, to include information about key questions and vocabulary to be incorporated into activities
- opportunities for children to gain an awareness of the beliefs of other people.

### What has improved since the last inspection?

At last inspection the setting was asked to: ensure that children's individual play plans contain learning intentions across the full range of desirable learning

outcomes;

ensure that activities for language and maths are attractively presented;

review staff involvement in imaginative play; incorporate mathematical problem solving activities into the learning programme;

provide opportunities for children to associate patterns of sounds in words;

provide opportunities for children to explore and investigate made objects and to consider ways to use the outdoor area to its full potential.

The setting now plans activities which cover the full range of stepping stones to the early learning goals, children's progress is monitored and recorded and the information is used to inform planning. Puzzles and games are now presented attractively and are stored neatly in an accessible way so that children can access them independently. All staff involve themselves in the activities and take opportunities to support children's learning. Staff present simple problems to children during general activities such as asking them to sit on the mat if they are wearing the colour of the week, and children associate patterns in words during simple board games. Children explore objects such as telephones and cameras and can take them apart and put them back together. The outdoor area has now been expanded to include a garden and lawn area and full use is made of the additional resource.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and motivated to learn, they show high levels of concentration and relate well to each other and adults. Children can share and take turns, although some opportunities for them to practice their self help skills are missed. Children behave well and staff promote good behaviour by praising their achievements.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and link sounds to letters during letter of the week activities. Staff provide a print rich environment so that children gain an awareness that print carries meaning. Children recognise and can write their own name. They have opportunities to mark make and write for a purpose during general play activities and enjoy looking at books independently.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can name colours and shapes and enjoy singing number rhymes. They count confidently up to 10 and beyond, and experiment with weight and capacity during sand and water play. Children use mathematical concepts such as sorting and matching to solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use information and communication technology such as telephones and keyboards during role play activities. They find out about past events by looking at photographs and learn about features of the natural world by growing plants and observing the tadpoles. They gain an awareness of other cultures during topics about families. They have some opportunities to learn about the beliefs of other people.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely and with good control. They develop their balancing and climbing skills on the slide, balance beam and bicycles in the outdoor area, and use small equipment such as scissors and pastry cutters with increasing control. Children develop their health and bodily awareness by making collage pictures of healthy and less healthy food.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use their imagination to dress up and act out familiar situations in the role play area. They enjoy making sounds with the musical instruments and can recognise and name the instruments by their sounds. They move imaginatively to music and use scarves to dance with. Children enjoy singing familiar songs and have good opportunities to free paint.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Points for consideration:
- ensure that planning includes information on the key questions and vocabulary to be introduced during activities
- consider ways to introduce different beliefs into activities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*