



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113541

DfES Number: 515276

INSPECTION DETAILS

Inspection Date	11/03/2004
Inspector Name	Teresa Elkington

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Jack And Jill Pre-School
Setting Address	Delmar Morgan Centre Copthorne Bank Copthorne West Sussex RH10 3QX

REGISTERED PROVIDER DETAILS

Name	The Committee of Jack And Jill Pre-School
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ORGANISATION DETAILS

Name	Jack And Jill Pre-School
Address	Delmar Morgan Centre Copthorne Bank, Copthorne Crawley West Sussex RH10 3QX

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 has been established since 1992 in the village of Copthorne. It is a community group with a parent committee and children from the village and surrounding area attend.

The Pre-school provides care for 20 children aged 2-5 Years. There are currently 46 children on roll, of whom funding is received for 24 three year olds and 13 four year olds, of these none have Special Educational Needs and none have English as a second language.

The Pre-School opens for five days a week, offering morning sessions, during term-time only.

All staff currently employed, have relevant qualifications, including First Aid Certificates and training in Child Protection.

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

How effective is the nursery education?

Jack and Jill pre-school provides high quality nursery education. It enables children to make very good progress towards the early learning goals.

The overall quality of the teaching is very good. The staff's clear knowledge of the early learning goals and their effective planning of an interesting and appropriate range of practical activities help children to learn. Activities are well presented and supported by all staff. The use of good questioning techniques allows children to put forward their own ideas and extend their learning. Staff acknowledge children's differing levels and abilities and spontaneously adapt activities as needed. Children behave well in response to the high expectations and sensitive support of staff. Effective assessment systems are in place to record children's progress through the early learning goals. Information gathered is continually evaluated and used to plan for the children's next steps of their learning.

The leadership and management of the setting is very good. The strong staff team work well together and their clear communication allows them to provide a well balanced programme of activities. Staff have shared responsibility for planning, observation and assessment. The pre-school supervisors along with the support of the committee are committed to improvement, in order to enhance the educational programme and children's learning. Effective systems are in place for the continual assessment and development of staff.

The partnership with parents is very good. Parents receive informative information regarding the educational programme, through the pre-school prospectus, newsletters and notice board.

Children are supported by a key worker and parents are actively encouraged to share their observations about their children with staff. Parents are provided with regular opportunities to discuss their child's progress and achievements.

What is being done well?

- Staff create a well planned and stimulating environment where children learn through a wide range of practical activities. Good use is made of all resources and many opportunities are provided throughout the daily routine for children to self select and to make decisions for themselves.
- Staff question children effectively, encouraging them to think and contribute their own ideas. They take a genuine interest in what children have to say and provide many opportunities to allow the children to do this.
- Parents are actively involved in their child's learning and worthwhile opportunities are provided for them to share information and to extend their learning within their homes.

- Relationships within the pre-school are good, staff value every child as an individual and have a good knowledge of each child's personal needs.

What needs to be improved?

- the support given to children during role play situations.

What has improved since the last inspection?

Positive actions have been undertaken since the last inspection to strengthen the areas of weakness that were highlighted; provide opportunities when children are ready to write their names and introduce children to the shapes and sounds of letters; develop children's listening skills in whole group situations and encourage children to take turns when undertaking physical activities in small group situations.

Staff encourage children to practise their writing skills in many practical activities. They are invited to write their names on their artwork and have many opportunities to practise their letter formations for example wipe boards and good quality writing materials are available. Children are encouraged to recognise the shapes of letters with the help of posters and staff highlighting the formations. The introduction of the letter of the week encourages children to note the sounds of the letters and children participate in worthwhile discussions and activities, to encourage this concept.

Children's listening skills have been encouraged with the help of good staff support and good teaching techniques. Children are able to participate fully within whole group situations and their contributions are valued and listened to by children and staff. Children are actively willing to take turns in small group situations and understand that there are codes of practise that must be worked to, in order for the group to work in harmony with one another. Staff encourage children wait their turn and readily praise children for their co-operation, when participating in small group activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work well as a group and as individuals. They co-operate, take turns and happily share resources. Children demonstrate high levels of concentration and interest during all activities. Staff use praise and encouragement to help children feel valued and to promote their self esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. Staff provide many opportunities for children to link sounds to letters through their activities and planned topic work. Staff question children appropriately to help them think, recall experiences and to extend their vocabulary. Children enjoy books and listen avidly to stories. Children recognise their first names and some are able to write these with recognisable letter formations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff plan a broad range of practical activities to promote an understanding of shape and number. Good use is made within the daily routines and planned activities for the introduction of mathematical language and to encourage children to solve problems. Children learn about addition and subtraction through worthwhile practical activities. They are confident in their use of numbers and recognise numbers 1 to 9 in familiar context.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in their design and making skills. They are given many opportunities to use a wide range of recycled, construction and malleable materials throughout their play. Staff make good use of circle time to allow children the opportunity to recall past and present events in their lives. Children learn about their own cultures and beliefs and those of other people, through planned activities. They have access to a good range of resources and equipment promoting diversity.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around confidently, showing an awareness of space and of others. Children handle tools, such as scissors, brushes, pens and pencils with control and confidence. Children use a range of large play equipment, to encourage the development of their gross motor skills. They show good co-ordination and skill when using stilts, balancing beams and the slide.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy participating in singing sessions and regularly explore sound and musical instruments. Planned art and craft activities allow children to create pictures and models with a range of texture and colour. Children are given opportunities to respond in a variety of ways to what they see, hear, touch and taste. Children use their imagination in a variety of activities, although staff do not always support this area to encourage children to extend their imagination.

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:

- There are no significant weaknesses to report but consideration should be given to the following area;
- provide opportunities for children to be actively supported in role play situations, to enable them to extend their thinking and their imagination.

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.