



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300849

DfES Number: 521068

INSPECTION DETAILS

Inspection Date 26/04/2004
Inspector Name Hilary Mary Mckenning

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Jack and Jill Pre-School
Setting Address Church Hall, School Lane
Stannington
Sheffield
South Yorkshire
S6 6DD

REGISTERED PROVIDER DETAILS

Name The Committee of Jack and Jill Pre-School 1036781

ORGANISATION DETAILS

Name Jack and Jill Pre-School
Address Church Hall, School Lane
Stannington
Sheffield
South Yorkshire
S6 6DD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 was first registered in October 1973.

The pre-school operates from the large church hall which is close to the centre of Stannington near Sheffield. There is a large room where a variety of activities are offered and an additional room used for physical activities or small group work. A fully enclosed play area is accessed directly from the building and has separate storage for equipment.

There are currently 53 children on roll and include 18 funded three year olds and 17 funded 4 year olds. The pre-school supports children with special educational needs (SEN).

The pre-school opens every morning, Monday to Friday and Monday and Tuesday afternoon. Sessions last from 9.30 to 12:00 mid day and 12:45 to 15:25pm. This is during school term times only.

There are ten staff working with the children of which five have level three qualifications, and other staff are working towards a qualification. The group receives support from the Early Years Development Childcare Partnership.

How good is the Day Care?

Jack and Jill Pre-School provides a good standard of care for children.

The staff team are enthusiastic and committed to improvement of their practice. Staff access available training opportunities. They meet regularly to plan activities and share information about children's progress.

Staff create a planned learning environment for children, that offers opportunities in all areas of learning. Children are confident to explore different activities within the daily plan. The daily routine is flexible to allow staff to be responsive to children's experiences on a day to day basis.

Most policies and procedures are in place ensuring shared expectations and understanding of values. Staff provide an environment where children can develop independence within secure boundaries, however this does not extend to snack times. Children are happy and secure within the pre-school. They develop warm and trusting relationships with both staff and other children. The children are sensitive to the needs and feelings of others. Children's behaviour is managed well through a consistent approach where good behaviour is encouraged.

There is a successful partnership with parents. Relevant information is exchanged prior to children attending the pre-school. Parents receive regular newsletters and attend twice yearly open days. Staff keep parents up to date with the days achievements and events as the children are collected. All relevant documentation is in place and children are cared for according to parents wishes.

What has improved since the last inspection?

At the last inspection an action was to obtain a copy of the local Child Protection Procedures. The pre-school has now obtained a copy which helps to ensure the safety of children.

What is being done well?

- Staff are well qualified and regularly attend courses to keep up to date with current practices.
- The high staff to child ratio supports the care of all children in the pre-school.
- Parents are welcome to become involved in their child's care and education.
- Children behave well and show awareness of their own needs and care and concern for others.
- Children confidently use the nursery environment with independence.
- Children have access to planned activities that are well resourced to support their play.

What needs to be improved?

- opportunities for children to develop independence at snack times
- the Child Protection Procedure, to include the procedure to be followed if an allegation of child abuse is made against a member of staff.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	provide opportunities for children to develop independence.
13	review Child Protection procedures to include detail of the procedure to be followed if an allegation of child abuse is made against a member of staff.

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

How effective is the nursery education?

Children are making very good progress in knowledge and understanding of the world and creative development. They are making generally good progress in personal, social and emotional, communication, language and literacy, physical and mathematical development.

The overall judgement for quality of teaching is generally good. Staff have relevant early years qualifications. They interact well with the children and have a good understanding of the Early Learning Goals. The staff plan and provide challenging opportunities for the children. Assessments of children's progress are clear about where the children are in their development. There are no funded children attending with special educational needs or who have English as an additional language, however there are systems in place to provide appropriate support.

Leadership and management is generally good. Staff are supported in their training needs. They are valued and share an understanding towards positive early years practice and a desire to improve the quality of children's care and education.

Partnership with parents is very good. Children's work is attractively displayed for parents to see. Parents have access to their child's assessment records at their request and are invited to twice yearly open days. They are given good information about the early learning goals and stepping stones, around the foundation stage through regular newsletters. Parents are involved in their children's learning and their interaction with the pre-school is good.

What is being done well?

- Children relate well to adults and their peers and their behaviour is good.
- Staff have established good relations with the children and have a good awareness of where children are at in their development.
- The children are confident and happy and interact well with staff and other adults. They are independent and are able to self select from activities provided.
- The children move with confidence, negotiate space well and show enjoyment in the activities they undertake.
- Children show an awareness of changes to their bodies after physical exercise and they have many opportunities to explore and investigate.

What needs to be improved?

- opportunities for children to express and communicate their ideas, thoughts and feelings by using a widening range of materials and suitable tools

- children's knowledge of numbers to solve simple mathematical problems through everyday events.

What has improved since the last inspection?

The pre-school has introduced story sack and staff have received training to ensure children have opportunities to learn words and pictures have meaning, and text reads from left to right and top to bottom.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show interest in activities and are motivated to learn. They work well in small groups and independently, responding in a positive way to new experiences. They share, take turns and have good relationships with their peers and with the adults caring for them. Children are well behaved, polite and show consideration for others, with opportunities to explore and learn about different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have a good understanding of print carrying meaning and recognise familiar words and pictures. They listen and respond well to stories and enjoy using props such as hand puppets and models to tell a story. They speak confidently in both group and one to one situations. Children use descriptive language well. Children have limited opportunities to access a range of mark making tools and resources.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use mathematical language in their play for size, position and quantity. They are able to sort, match and recognise shapes, colours and numbers. Counting by rote is practiced through daily activities such as singing. Children have opportunities to weigh and measure in activities such as baking. However there are missed opportunities for children to use addition and subtraction through their daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity, questioning 'why'. They have good imagination, examine objects and use appropriate senses with interest. They have a good sense of time and talk freely about events and people familiar to them. Children operate simple equipment, build with a range of tools and resources and have an awareness of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and imagination both indoors and outdoors. They have good co-ordination and an awareness of space, using a variety of movements. The children are able to recognise changes that happen to their bodies after physical exercise. They handle one handed tools with confidence and control although they have few opportunities to consistently access malleable materials and writing implements.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore shape, form and colour in two and three dimensions, through various mediums and resources. They enjoy familiar songs and rhymes and enjoy using musical instruments to make their own music. They are imaginative and creative in role play situations, retelling familiar stories. Children are able to express their thoughts and feelings through their senses.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Ensure children have access to a wide range of materials and tools to enable them to express and communicate their ideas.
- Provide opportunities for children to increase their knowledge of mathematical problems through everyday events.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.