



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251534

DfES Number: 520872

INSPECTION DETAILS

Inspection Date 26/01/2004
Inspector Name Hazel Meadows

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Jack 'n' Jill Pre-School & Nursery
Setting Address Stonelodge Community Centre
Hawthorn Drive (South West)
Ipswich
Suffolk
IP2 0QY

REGISTERED PROVIDER DETAILS

Name The Committee of Jack 'n' Jill Pre-School & Nursery 18486

ORGANISATION DETAILS

Name Jack 'n' Jill Pre-School & Nursery
Address Stonelodge Community Centre
Hawthorn Drive (South West)
Ipswich
Suffolk
IP2 0QY

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 `N` Jill Pre-School and Nursery opened in 1980.

It operates from a large hall and adjoining room, in a community centre in a residential area in south west Ipswich. Toilets and kitchen facilities are adjacent to the main hall and outdoor play space is made available to the children.

There are currently 46 children aged from 2-4 years on roll. This includes 25 funded 3 year olds and 1 funded 4 year old. The Pre-School is registered to provide places for twenty four children and accepts children from two years six months. The Nursery is registered to provide places for ten children aged three to five years. Children attend for a variety of sessions. The setting supports children with special needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 - 12:00.

Nine part-time staff work with the children. Over half the staff have recognised early years qualifications to NVQ Level 2 or 3.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Jack and Jill Pre-school provides good quality care for children aged two to five years.

A broad range of imaginative and exciting activities is planned and provided to develop children's emotional, social, intellectual and physical capabilities. Staff build trusting relationships with the children and engage in their play, using opportunities as they arise to extend the children's language, thinking, learning and fun. Staff observe and record what the children can do and need to use this information to help them plan the next steps in the children's learning.

The group is inclusive in its practice. Staff know the children well and value them as individuals. They have a positive approach to diversity and promote equality of opportunity. They ensure that all children with special needs are adequately supported to participate in the activities available but need to develop an understanding of the Disability Discrimination Act and how it applies to early years settings. The high staff/child ratio ensures children are offered individual attention and support as required and the calm and consistent approach of the staff promotes children's positive behaviour.

All staff have good practice and awareness of health and safety issues, but need to ensure sufficient detail is recorded on accident records and risk assessments. Security at the group is very good and staff are well deployed to ensure children's safety at all times.

The pre-school is friendly and welcoming to children and their parents and carers. Staff establish good relationships with parents and work in partnership with them in the best interests of their child.

All the necessary documentation is in place although some policies and procedures require revising and updating.

What has improved since the last inspection?

At the last inspection the group agreed to ensure that water is made available to the children at all times. The group state that they tried a 'drinks bar' system but that did not work, so they have jugs of water out of children's reach. The group need to ensure that all children are aware that drinking water is available at any time during the session.

The group has improved some of its written records: there is now a record of significant incidents, a clear registration system for children and staff and a visitors book. Written consent is obtained from parents prior to administering medication to children and any medication administered is recorded and entries signed.

Written parental consent still needs to be obtained for seeking emergency medical advice or treatment.

The group has a written complaints procedure but this still does not include the name, address and contact telephone number for Ofsted.

What is being done well?

- Staff plan and provide an interesting, stimulating and challenging range of play activities and opportunities, to promote children's emotional, social, physical and intellectual capabilities. Adults are interested in and attentive to the children. They engage positively with the children, promoting their confidence and learning.
- Staff have an inclusive practice to ensure all children are valued and accepted as individuals. They know all the children well and treat each of

them with equal care, concern and respect. The staff 's positive attitude and approach, and their effective use of toys, resources and topics, promote children's appreciation and understanding of diversity and ensure that all children are able to participate at a level appropriate to their needs.

- Staff have a calm and consistent approach to behaviour management and are good role models. Children are managed according to their understanding and stage of development. Boundaries of behaviour are clearly explained and consistently applied so children are clear of what is expected and feel secure. Positive behaviour is valued, encouraged and praised.
- There is a broad range of good quality toys and resources to offer the children a stimulating and challenging environment. Toys and equipment are well presented and easily accessible enabling children to make some of their own choices and encouraging their independence.
- The pre-school establishes good relationships with parents. Parents are welcomed into the group and encouraged take part on the parent rota and/or committee. Parents indicate that staff are friendly and approachable. Information about their child's progress is shared regularly, both verbally and through children's records and group newsletters keep parents updated about general events.

What needs to be improved?

- details on risk assessment and accident records to ensure they are always recorded
- awareness and understanding of the Disability Discrimination Act and how it applies to early years settings
- the complaints procedure to ensure it contains details of Ofsted as the regulator
- the child protection policy
- written procedures for allegations of abuse made against 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
6	ensure the risk assessment is implemented and effective
12	ensure that the group's policies are made readily available to parents
13	ensure that the child protection procedure for the pre-school complies with local Area Child Protection Committee (ACPC) procedures

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 & Nursery is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, their knowledge and understanding of the world and their creative development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good knowledge and understanding of the Foundation Stage, and are developing confidence with implementing this in the playgroup room. They plan a stimulating and imaginative variety of activities, with the planning clearly linked to the stepping stones. Assessments of the children's achievements are kept, but are not used sufficiently to evaluate the next step in a child's learning. Staff develop trusting relationships with the children and engage in their play, using opportunities to extend the children's thinking and learning. Staff provide a learning environment that positively reflects the diversity of the local community and the wider world. They encourage the children to try new experiences and to develop confidence and independence.

The leadership and management of the group is generally good. The setting is committed to improving the care and education of the children, but needs to consider ways to monitor and evaluate the effectiveness of the routine/resources. There are monthly staff and committee meetings. There is a commitment to ongoing training and improvement, and the introduction of a staff appraisal system could be conducive to the ongoing development of the group and individuals.

Partnership with parents is generally good. They are encouraged to be involved on the parent rota and/or committee. Parents are given an information booklet about the setting and are kept well informed about general events via regular newsletters. Information about their child's progress is shared verbally and through children's records.

What is being done well?

- Children are becoming confident, sociable and independent. They separate from their main carer with assurance and are developing competence with personal care such as hand washing, toileting and putting on coats.
- Children are becoming confident communicators. They initiate conversations with familiar adults and their peers. They are developing good investigative and observation skills using all their senses and they enthusiastically engage in the activities available.
- Staff plan and provide an interesting and imaginative range of resources and activities. Using the stepping stones, they link several activities to a theme to promote and consolidate the children's thinking, learning and understanding.

- Children learn about the local environment and community and the wider world through a rich variety of experiences, resources, outings, photographs and visitors. Staff provide a wide range of interesting and exciting activities that enable children to develop a positive understanding and appreciation of their own and other cultures and beliefs.
- Parents and their contributions are valued and welcomed. Staff keep parents informed about the provision and their child's progress. Parents are happy with the standard of care and education their children are receiving and find the staff friendly and approachable.

What needs to be improved?

- the book areas to encourage children to access them independently
- opportunities and encouragement for children to write for a purpose through their play
- the effective use of computers to provide an interesting and challenging learning tool
- appraisal system for staff
- assessment and evaluation of children's learning to help plan the next steps in their learning
- evaluation of the effectiveness of the routine/resources

What has improved since the last inspection?

Parents are now given a home record sheet which is included in their child's assessment records. Parents are given access to their child's records at least once per term but can request to see them at any time.

There is now a collection of man made objects such as clocks and cameras that the children can explore and discover the workings for themselves.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and sociable and are forming positive relationships with the staff and each other. They are interested in the activities and keen to try new experiences. They have substantial levels of concentration when the activity engages them but this sometimes wanes during the second part of the session in the playgroup. They are confident to initiate role play and involve others. They are developing an awareness and appreciation of their immediate and wider communities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident to approach familiar adults and to initiate conversation. They recognise their names and some children in the nursery write their names well. There is a well equipped writing area in the playgroup but this was seldom used by the children and opportunities for them to write for a purpose in their play are somewhat limited. Children enjoy books with an adult but seldom use the book areas independently. They are beginning to link sounds with letters with adult support.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can recognise numerals and some can count to ten and beyond. This is reinforced through number puzzles, counting the number of children present with staff and a large number game on the wall. They use mathematical language such as bigger, smaller, heavier and lighter with understanding and are able to make comparisons. They recognise shapes and know the names for them. Their problem solving skills were evident when playing with the wooden pattern matching game.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and interest in their environment and are developing observation and investigative skills. They use tools, such as glue sticks, scissors with increasing skill and are competent with construction. They use telephones and electronic toys with confidence, and demonstrate some interest in the computer, which, unfortunately, has limited functions. They are developing an awareness and appreciation of their own and other cultures through exciting topics and related activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming aware of their own needs and are developing good hygiene practice. They use both large and small play equipment with increasing competence, co-ordination and skill. The outdoor area is used well by the nursery to offer children opportunity for exercise and to increase and develop gross motor skills such as balancing, throwing and catching. The playgroup rarely take the children outside in the winter but offer some opportunities for large physical play in the main hall.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are able to explore a broad range of textures, media and materials, both natural and man made. They use various techniques for colour mixing and collage work. Eg paint, chalks and overlapping tissue paper. They explore and use all their senses eg cooking and a topic on the senses. They are adept at using resources to support their role play. There are opportunities for children to experience and enjoy rhymes, music and musical instruments with somewhat limited exploration of rhythm.

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

- develop the book areas to foster an appreciation of books and to encourage children to access them independently
- develop the use of the computer to utilise it as an exciting and effective learning tool
- develop an appraisal system for staff
- utilise the children's assessment records to build on children's prior learning and plan the next steps in their learning
- develop a means of monitoring and evaluating the ongoing effectiveness of the routine/resources and to make changes where and when necessary

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.