



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109718

DfES Number: 521803

INSPECTION DETAILS

Inspection Date 20/10/2004
Inspector Name Clare Moore

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name JACK AND JILL PRE-SCHOOL
Setting Address COMMUNITY CENTRE, BRINTON LANE
HYTHE
SOUTHAMPTON
HAMPSHIRE
SO45 6DU

REGISTERED PROVIDER DETAILS

Name The Committee of JACK & JILL PRE-SCHOOL

ORGANISATION DETAILS

Name JACK & JILL PRE-SCHOOL
Address (AS PREVIOUS)
U/A

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 1984. It is managed by a voluntary parent committee. It operates from the hall in the Community Centre in Hythe and serves the local area.

There are currently 53 children from two to five years on roll. This includes 39 funded 3-year-olds and three 4-year-olds at the present time. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs and welcomes children who speak English as an additional language.

The group opens on four to five days a week during school term times. Sessions are from 09:00 until 11:30 and 12:30 to 15:00.

There are seven staff who work with the children. Four of the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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 nursery education which is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all the areas of learning.

The quality of teaching is very good. All the staff are involved in planning a balanced curriculum of activities that stimulates learning across the six areas. Daily plans clearly set out details of activities and the resources to be used. An effective key worker system ensures that staff have good knowledge of individual children. They regularly record children's achievements and show areas to be targeted for development. Staff liaise with other professionals to develop their practise and include any children who have special educational needs. They use skilled teaching methods, ask questions and make suggestions that promote learning. They engage children in conversation, develop language skills and including counting throughout activities. They use praise and encouragement to build children's confidence and encourage children to develop independence. They provide a balanced range of adult led activities and opportunities for children to initiate their own activities.

The leadership and management are very good. The supervisor and deputy supervisor lead a strong staff team who work well together. A system of staff appraisal identifies training needs and staff are supported in updating their skills and knowledge. The management committee takes responsibility for staff recruitment, employment, fund raising and support.

The partnership with parents is very good. Parents and carers are made welcome in the group. They serve on the management committee and are invited as volunteer helpers if they wish. They receive comprehensive information about the pre-school, the Foundation Stage of learning and the progress their children make.

What is being done well?

- Staff's clear understanding of the early learning goals leads to well planned activities which engage and sustain children's interests and efforts.
- Staff regularly record children's achievements, and each child has a folder which includes their record of achievement. This is linked to the planning to ensure that children are set appropriate challenges that increase their thinking and skills.
- Children are confident and sociable. They develop trusting relationships and relate well to adults and to each other. They behave very well and understand conventions in the group.
- Children experience counting throughout their daily activities and develop good understanding of the use of number. Staff have devised games and activities to help children have fun when learning about numbers.

- Parents and carers are kept very well informed of their children's progress. They are invited to termly meetings outside session times to discuss their child and look at records on an individual basis.
- Children enjoy frequent opportunities for exercise and physical challenges. They show enthusiasm and a real sense of achievement when successful.

What needs to be improved?

- the organisation of story times.

What has improved since the last inspection?

Very good progress has been made since the last Inspection. The staff have introduced very effective measures to improve the issues raised in the last report. There are now planned practical activities, which focus on counting and help children begin to understand simple addition, subtraction and comparing groups of numbers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children sit quietly to listen and many are able to concentrate for sustained periods. They are confident in moving between activities and relate well to other children and adults. They learn to take turns and to share and are sensitive to the needs of others. They are becoming independent in their personal care, putting on coats to go home, aprons for messy play, and pouring their own drinks as they get older.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers and pay attention to others in group discussions. They enjoy looking at books and listening to stories in a well-equipped and comfortable reading area. They are developing an understanding of rhyme and learn to hear and say the initial sounds in words. Most can recognise their printed names and some are attempting to write them. They use writing in role-play situations, for example writing down their names at the "Doctors" and also to label their own work

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children work with numbers throughout their daily activities. Most children can count to five and some to ten. They are learning about addition and subtraction through games and number rhymes. They learn to recognise numerals using the weatherboard and number displays and use various resources to learn about shape and colour. They practise mathematical language in sorting activities, with play dough, weighing pasta and comparing the size of hands.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to investigate, observe and talk about what they see. They enjoy looking at animals in a themed activity and learn about the passage of time through growing plants from seeds. They find out about their local community from visitors and outings to the beach, farm and local area. They design and build with construction toys and with recycled materials. They use telephones, tape players and a computer as an introduction to technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop their skills with climbing and balancing apparatus. They move confidently around the setting and can carry their chairs safely. They use balls and hoops and bean bags to throw, catch and control, and develop manipulative skills with a range of tools and materials such as pencils, paint pads, scissors and play dough. They learn about the importance of good hygiene practice in keeping healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour and texture with imaginative art and craftwork and show pride in the finished article. They join in songs and rhymes and use percussion instruments to explore sound and rhythm. They develop their imagination and act out experiences in planned role-play situations. They make up scenarios, enjoy dressing up and improvise with available resources.	
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:
- Develop a procedure at story-time which will give the children more opportunities to become involved and sustain interest in the story.

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.