



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 116679

DfES Number: 510313

INSPECTION DETAILS

Inspection Date	15/06/2004
Inspector Name	Glenda Pownall

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Jack and Jill Pre-School Playgroup
Setting Address	All Saints Church Hall The Causeway Marlow Buckinghamshire SL7 2AA

REGISTERED PROVIDER DETAILS

Name	Mrs Jane Langley
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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 opened in 1973. It operates from two rooms in a church hall in Marlow. The younger children are provided for in the pre-school class which runs in the church hall. The older children attend the nursery class which runs in a second room. The pre-school serves the local area.

There are currently 53 children from 2 to 5 years on roll. This includes 27 three-year-olds and 24 four-year-olds who are in receipt of funding for nursery education. Children are usually aged two and a half before attending the pre-school. Children attend for a variety of sessions. The setting currently supports three children with special needs. There are currently no children attending who speak English as an additional language.

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

There are 15 part time and 1 full time staff working with the children. Almost half the staff have early years qualifications to level 2 or 3. The setting receives support from the Buckinghamshire Special Educational Needs Co-ordinator.

How good is the Day Care?

Jack and Jill Pre-School provides satisfactory care for children. The premises are clean and provide sufficient space for children to move around and play comfortably. Children access a good variety of resources covering all areas of learning. Staff work well together as a team and are effectively deployed working alongside children at activities. The children are settled and secure. Half of staff present at sessions do not hold a level two qualification in childcare. Some staff do not take the chances provided to attend training courses to further their knowledge and skills. Written proof is not held as to the suitability of staff to work unsupervised with children. Management is in the process of obtaining Criminal Record Bureau checks for all staff. Not all documents and consents are in place.

Staff complete a visual inspection of the premises to ensure it is safe for children to use. The risk assessment is not recorded and potential hazards are missed. A number of accident reports detail children picking up splinters from the hall. Staff actively encourage children to develop good personal hygiene skills. At times the snack time is towards the end of the session. Children are not able to help themselves to a drink of water when they need one.

A broad range of activities is provided which supports children's learning and ensures they make progress in all areas of development. Staff interaction with children is good. They listen to the children and respond to their interests. All children are treated with equal concern according to their individual needs. Staff act as good role models to children. The children behave very well.

Parents are kept informed of the day to day running of the group via half termly newsletters and a daily exchange of information with staff. Parents are able to be involved in their child's learning through helping on the parent rota and with outings. Parents state they are happy with the care their children receive.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff interaction with children is good. They listen to the children and respond to their interests. For example, they give time for children to tell others about items they have brought from home.
- The variety of resources. Children have access to a wide range of resources, which supports learning in all areas of development.
- Staff act as good role models to children. They offer lots of praise and encouragement and good behaviour is valued. The children behave very well.
- Staff actively encourage children to develop good personal hygiene skills. For example, washing hands after visiting the toilet and using tissues to wipe noses, then disposing of the tissues in the bin.

What needs to be improved?

- organisation, to ensure 50 percent of staff present at sessions hold a level 2 qualification appropriate for the care or development of children, staff are provided with job descriptions detailing their roles and responsibilities, written proof is held verifying the suitability of staff to work unsupervised with children, and the registration system accurately records arrival and departure times of visitors
- the daily risk assessment, so that a record is kept of potential hazards and any action to be taken in order to minimize identified risks

- documentation, to ensure written permission is requested from parents for seeking emergency medical advice or treatment, there is a written lost child policy, the complaints policy contains the name, address and telephone number of Ofsted, and the behaviour management policy includes a statement on bullying
- food and drink, to provide children with ready access to fresh drinking water.

Outcome of the inspection

Satisfactory

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
7	Request written permission from parents for seeking emergency medical advice or treatment.
8	Ensure children have ready access to fresh drinking water.
14	Ensure the procedure to follow for a lost child is in written form and the complaints policy includes the address and telephone number of Ofsted.
2	Ensure that half of all staff present at each session hold a level 2 qualification in childcare.

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 good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Some aspects of knowledge and understanding of the world and personal, social and emotional development are very good.

Teaching is generally good. Staff knowledge of the early learning goals is varied. Some display a good understanding whilst others have limited knowledge. Planning identifies a targeted activity each week. Children are provided with some excellent activities to develop their knowledge of the world. Some children have limited access to develop further their large-scale muscle skills or opportunities to use books for pleasure. There is an effective system in place to provide support for children with special educational needs. A key worker scheme is in place. A record of progress is maintained for all children. This does not easily identify each child's next steps in learning. Staff management of children and their behaviour is very good. The children behave very well.

Leadership and management are generally good. Sessions run smoothly. Staff know their roles and responsibilities. Staff are provided with opportunities to attend local authority training courses. Evaluation of the education programme and staff performance takes place through observation during the sessions and staff evaluation of activities. No records are kept of areas for improvement or how any issues will be addressed. The setting is well resourced.

Partnership with parents is generally good. Parents are informed about their child's progress along the stepping stones through verbal exchange of information at either end of the session and at the annual open morning. The setting operates an open door policy where parents can speak to staff and view their child's progress record at anytime. Not all parents have been informed of their child's progress or are aware of the records kept.

What is being done well?

- Staff act as good role models to the children. They are polite when speaking to each other and the children. The children are polite and very well behaved. They sit quietly and show interest in what others are saying.
- Staff research topics to ensure they are knowledgeable and use open-ended questions at group times to encourage children to think. Children benefit from seeing and touching good quality resources to support the excellent range of topics covered.
- Children's language skills are very good. They talk easily with each other and adults, listening to what is said and respond appropriately. For example, when setting out a train track they put forward their ideas to each other and

then negotiate as to where each piece should go.

What needs to be improved?

- the method of monitoring and evaluating the education programme and the quality of teaching to ensure strengths and weaknesses are identified and improved upon
- the record of children's progress, so that children's next steps in learning are easily identified and there is an effective system in place to ensure that development records are regularly shared with all parents
- the use of books to encourage all children to use them for pleasure and enjoyment
- the opportunities and challenges provided for all children to develop further their large-muscle skills.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The pre-school timetable is organised to ensure that a variety of tasks are available as soon as children arrive. They settle straight into a range of activities on their arrival before circle time. The nursery children are provided with only one activity. On the day of inspection they sat at tables looking at books waiting for all the children to arrive so that circle time could start. Children's use of books is a key issue of this report.

Children have access to programmable toys. For example, controlling a car and plane and using a floor keyboard. Technology is provided in the role-play area. For example, non-functional keyboards and telephones in the role play office. Children have few chances to use real information and communication technology equipment.

All children are provided with a limited period of physical play outside, weather permitting. The children are taken on local walks related to the topic and use a public playground. Pre-school children enthusiastically participate in regular activities to increase their large-muscle skills. Nursery children are provided with fewer opportunities to develop further their large-muscle skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Most children leave their main carer with ease. Staff know the children well and provide support where needed. Staff act as good role models to the children. The children are polite and very well behaved. The children work well together sharing resources and taking turns. There are not many opportunities for children to develop further their independence skills. For example, staff select all activities and resources and nursery children do not have opportunities to pour their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's language skills are very good. They talk easily with each other and adults. Staff extend children's vocabulary and understanding of unfamiliar words. Children make marks for a variety of purposes and some can write their first names using clearly recognisable letters. Pre-school children enjoy listening to stories and looking at books on an informal basis. Nursery children are instructed to look at books for a significant amount of time. This does not provide a positive experience.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count reliably up to 10 and some children can count beyond. Some staff use their initiative at activities to encourage children to count. Children are developing an understanding of calculation through singing number songs and rhymes. There are missed opportunities for children to use calculation in activities connected to the daily routine. Children use language to describe shape and size, such as, the shape and length of construction pieces.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children access an excellent range of topics supported by good quality resources to develop their understanding of the world around them. For example, nursery children examined a baby octopus. Staff use good questioning techniques to encourage children to think. Children access programmable toys. They have few chances to use technology. Children construct with a variety of resources using trial and error where necessary to complete their models.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children display good spatial awareness, such as when riding tricycles they stop or change direction to avoid moving objects. They have limited access to outside play. Nursery children are not provided with many chances to develop and extend large-muscle skills. Children have many opportunities to increase small-muscle skills using a range of tools. For example, modelling play dough using cutters and rolling pins, manipulating construction pieces. They use pencils with increasing dexterity.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colours and textures using a variety of materials. Staff encourage children to describe textures. Some craft activities are adult led. Children do not always have the freedom to express their own ideas. They are able to develop their imaginations through access to a good range of small world resources. They work co-operatively and alone to develop stories. Children enjoy singing songs and rhymes from memory. They use movements and gestures to accentuate repeated rhythms.	
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

- introduce a rigorous method of monitoring and evaluating the education programme and the quality of teaching to ensure strengths and weaknesses are identified and improved upon
- ensure all children are able to use books for pleasure and enjoyment
- increase the opportunities and challenges provided for all children to develop further their large-muscle skills.

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.