Office for Standards in Education

NURSERY INSPECTION REPORT

URN 152560

DfES Number: 510094

INSPECTION DETAILS

Inspection Date	17/01/2005
Inspector Name	Jackie Pulsford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Jack and Jill Pre-School
Setting Address	Methodist Church Hall Shepherds Lane Beaconsfield Buckinghamshire HP9 2DU

REGISTERED PROVIDER DETAILS

Name	Mrs Celia Louise Harding

This inspection was carried out under the provisions of Section 122 of the School Standards and Framework Act 1998

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 is a privately run setting, which opened in these premises in 1986. The provision operates from two rooms in a church hall, attached to the Methodist Church in the centre of Beaconsfield. The pre-school has access to a kitchen, toilets and an enclosed outdoor area. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each week day during school term times, from 09.15 to 11.45 Monday to Friday, and from 12.30 to 15.00 on Monday and Wednesday.

There are currently 69 children aged from 2 years 6 months to under 5 years on roll. Of these, 56 children receive funding for nursery education. Children who attend come from the town centre and surrounding areas. The pre-school currently supports children who speak English as an additional language.

There are nine members of staff, including the owner/supervisor, plus one voluntary member of staff, who work with the children. Of these, four hold appropriate early years qualifications.

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 overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff plan and deliver an interesting range of activities to support all areas of learning. They are particularly skilful at helping children learn about the natural world through a range of practical activities. They develop children's language by asking questions that encourage them to think and talk about what they are doing. Staff organise the environment and resources to encourage children to develop their independence and there is a good range of equipment to promote children's physical skills. Planned activities are set out in long and medium term plans. Staff verbally discuss the learning intentions of individual activities. Staff know the individual children and their stage of development well through the key worker system. Staff provide appropriate activities to extend children's learning. There are good procedures in place to support children with special educational needs.

Leadership and management are very good. The supervisor is effective in developing a committed staff team, who work very well together. They have clear roles and responsibilities, and work together to plan the curriculum. The supervisor acts on advice and has started to implement a new system of planning and assessment. However, these records are not yet fully in place. She supports staff to develop their skills and encourages them to attend appropriate training courses.

Partnership with parents is very good. Staff and parents share information about children's learning and development by discussion at the start and close of each session. The pre-school produces regular newsletters, which keep parents informed about the planned curriculum and the learning aims for the children.

What is being done well?

- Staff plan a wide range of interesting activities to help children learn about the natural world. During a topic about wild birds, children make bird food, visit the local market to buy birdseed and talk about whether the bird feeders are full or empty. They watch, name and count birds in the pre-school garden, and make charts of the number of birds seen. They identify the features of different birds and recreate these in artwork and drawings.
- Staff use good strategies to develop children's independence and confidence. Children are encouraged and supported to put on their own aprons and coats and to hang up their paintings to dry. They take care of their own personal needs such as visiting the toilet and washing their hands. They choose between activities and have opportunities to make their own decisions, for example, whether to play outside or inside.

- Children are confident speakers. They are keen to speak with staff and each other, sharing their news, explaining what they have drawn and talking to each other during role-play. Staff are attentive when children speak and effectively question children to extend their communication skills. Staff introduce new words and vocabulary during practical activities, for example, when playing with dough understanding opposites - soft and hard, warm and cold.
- Staff provide a good range of physical activities, indoors and outdoors, to promote children's physical skills. Children have opportunities to run, climb, slide, crawl, balance and throw using their large muscle skills. Staff support children well to develop their fine motor skills, for example using scissors, pencils and large and fine brushes, moulding play dough and designing with a range of construction toys.

What needs to be improved?

- the further development of activity plans and children's assessment records.

What has improved since the last inspection?

Very good progress has been made since the last inspection. A point for consideration was raised for the staff deployment to be adjusted during large group activities to ensure that children's attention does not become distracted.

Large group activities are well organised. Staff sit with the children and join in with the singing and actions and support children to participate where necessary. The singing session is lively and fun. Snack time involves a number of children helping to give out the different types of fruit and milk, which ensures the session is not too long. The story is well read and the staff member encourages children to participate. Other staff support the less mature children to listen and take part. All children can see the book, which has large clear pictures. Children concentrate and are interested during large group activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Staff give children good support to develop their confidence and independence skills. They choose between activities, take care of their personal needs and form good relationships with each other and the staff. Children are interested in the activities, persist at tasks and concentrate during group activities, such as story time. Children behave well. Staff develop their self-esteem through praise and encouragement and they are taught to share and to be polite to others.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children develop good language skills and are keen to communicate with staff and their peers. For example, they talk with each other during role-play, relate past experiences and discuss what they have drawn. Children enjoy listening to stories and are encouraged to use factual books to find out information. Children make marks, draw and practise emergent writing with confidence. They recognise their first names and are beginning to write these correctly.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children count and recognise written numerals up to 10. They use a range of mathematical language relating to size, shape and volume, during a variety of practical and structured activities. Staff provide children with opportunities to record their findings, such as the temperature outside. Children are starting to learn about simple addition and subtraction through number songs using props.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children learn about the natural world through a wide range of interesting activities. They discover changes that occur, for example, when ice and crayons are exposed to heat, and they record daily the outside temperature and rainfall. Children receive good individual support when using the computer. Children learn about their own culture and environment, and those of others. They visit a local old peoples' home and sponsor a school in Bangladesh.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move with confidence and control, for example manoeuvring around the room while crawling inside a large cylindrical apparatus and when running fast in the playground. Children develop their physical skills using the good range of apparatus, such as climbing frames, trampoline and different sized balls. Children learn to use scissors, pencils, play dough, large and fine brushes and a range of construction toys with increasing control.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, shape and texture as they use a variety of media. They roll paint covered golf balls and discover the patterns and colours made, paint using a variety of tools and use wet and dry sand to make patterns. They are encouraged to use their senses, for example describing the soft warm feel of the new play dough. Children enjoy singing familiar songs with actions and play imaginatively together in the home corner.	

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 improving the following:
- the further development of activity plans and children's assessment records.

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.