



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 134310

DfES Number: 521133

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Joanne Graham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Jack and Jill Pre-School
Setting Address Mill Lane CP School
Mill Lane
Chinnor
Oxfordshire
OX39 4RF

REGISTERED PROVIDER DETAILS

Name The Committee of Jack & Jill Pre-School 1000658

ORGANISATION DETAILS

Name Jack & Jill Pre-School
Address 77 Mill Lane
Chinnor
Oxfordshire
OX39 4QU

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 established in 1978 and operates from their own purpose built building at the rear of Mill Lane School. It is a Parent Committee run group, independent of the school.

It operates Monday to Thursday from 09.15 to 15.20 and Fridays from 09.15 to 11.45, term time only. The group operate for 4 weeks in the summer holidays on a Tuesday and Thursday from 09.15 to 11.45 for children on the Pre-School register. The setting supports children with special needs and English as an additional language.

There are currently 70 children on roll. This includes 38 nursery education funded 3 year olds and 18 funded 4 year olds. There is 6 permanent and 2 temporary staff, 7 of which are part time. Three hold suitable childcare qualifications and 3 are working towards a suitable childcare qualification.

The Pre-School have teacher support 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. The staff work well as a team and all contribute to planning the daily activities. There is sufficient space for the children to play comfortably and their work is valued and displayed attractively. There is a good variety of toys, equipment and materials, which provide a balanced range of activities, promoting learning in all areas. All regulatory documentation is in place, although some lacks necessary detail. Confidentiality is maintained and the children's records are securely stored.

Staff are deployed effectively, providing good support to the children and ensuring safety is maintained within the buildings and whilst using the outside area. The group carry out daily health and safety checks and evacuation procedures are

practiced regularly. Staff are active in promoting good hygiene procedures to prevent the spread of infection. Children learn about personal hygiene through the daily routine. Staff have a good knowledge of child protection.

The children behave well and respond to the positive reinforcements and expectations of staff. Staff provide a diverse, interesting and calm environment and respond to the children's interests and individual needs. Children enjoy the varied, stimulating and exciting activities available and participate enthusiastically. The staff sensitively support all the children and encourage participation in activities. Snacks provided are healthy and nutritious. Dietary and religious requirements are respected.

There is a good partnership with parents and carers. They are welcome at any time and know what is going on in the pre-school through regular daily exchanges and correspondence.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff provide good support and extend learning by asking effective questions to help children think. They provide an interesting and stimulating environment, which the children enjoy, exploring and investigating. Activities, resources and equipment are suitable for all the children and provide sufficient challenge to extend and develop learning.
- Children's individual needs are taken into account when planning activities. These needs are acknowledged and valued. All children are included and their learning extended, by sensitive staff support.
- Children's behaviour is good. They are aware of the boundaries, share, take turns and negotiate well. Staff are good role models and consistently manage behaviour.
- Staff are vigilant to ensure children are safe indoors and outside and carry out daily health and safety checks and comprehensive risk assessments. Fire evacuation procedures are practiced and reinforced regularly.
- Snacks provided are healthy and nutritious. They are often linked to the topic, for example food tasting. The children can access drinks at all times.

What needs to be improved?

- records of children's and staff's arrival and departure times
- complaints procedure to detail the regulator.

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
2	Ensure children and staff arrival and departure times are recorded accurately.

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. All areas of learning are very good.

Teaching is very good. Staff have a very good knowledge of the foundation stage and teaching is effective and stimulating. They support, include and extend learning for all the children. They provide an exciting, interesting and fun learning environment where the children's development flourishes. The opportunities for children to notice rhythms and patterns in language is lacking within the curriculum. Activities are well planned, resourced and varied and staff enthusiastically encourage the children to participate. The children's behaviour is very good due to the high expectations and sensitive support of staff. The assessment system is used effectively and influences planning. This is regularly updated and considers children's individual developmental needs. Support for children with special needs is very good. Provision is made to ensure they are included in all activities and independently supported, moving their learning forward.

Leadership and management are very good. Staff deployment is beneficial to the children's learning. Planning and preparation is very good, staff are clear about their roles and responsibilities. Staff have a positive attitude to training and are receptive to new ideas and challenges. The management are able to identify the group's strengths and weaknesses, which contributes to the success and continuing development of the group.

The partnership with parents and carers is very good. This contributes well to their child's progress towards the early learning goals. Parents are informed of the group's activities with regular newsletters, notice board and daily communication with the staff. Parents have regular opportunities to share their observations and discuss their children's progress, in a formal or informal setting.

What is being done well?

- Children have an awareness of the boundaries set and behavioural expectations from staff. They take turns, negotiate and share very well. Children are confident to try new activities and show increasing independence with self selecting activities, changing into their indoor shoes and helping themselves to snacks.
- Children recognise and name colours, shapes and numerals up to nine. Opportunities to count at registration time are reinforced by good staff support. Children problem solve in a variety of ways throughout the session inside and outdoors; they weigh the ingredients to bake cakes.
- Children investigate objects through their senses. They feel different surfaces

with their feet, identify varying plant smells and decide which tastes they prefer with their breadsticks. Effective planning and use of resources by staff develop these skills. Children find out about their own culture and beliefs and those of other people.

- The children use mark making implements, construction sets and malleable materials with increasing control. They understand that equipment and tools need to be used safely. They develop their skills to pedal, scoot, catch and throw regularly.
- Children join in favourite songs and participate enthusiastically to action rhymes. They begin to match movement to the Indian music. The children get pleasure from the variety of creative opportunities and develop their skills in cutting, sticking, painting and drawing. The children's work is valued and displayed attractively.

What needs to be improved?

- planning opportunities for children to experience patterns in language and rhythms.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The point for consideration has been addressed and is continually monitored to ensure this is maintained.

The planning process has been successfully refined to ensure it is more manageable for staff. Staff decide what activities they want to do and consider the children's individual needs and preferences. These activities are extended and include suitable follow on events when the children respond positively. The children's overall development benefits from this effective planning system.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to participate in planned activities and persist with difficult tasks. They respond positively to staff and are forming good relationships with their peers and show consideration and support for others. Children take turns, share and negotiate with each other. They have a clear understanding of right and wrong. Their confidence and independence is promoted through daily routines and good staff support. They enjoy the visit from the guide dog and feeling the Braille book.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen well to each other and the staff, showing awareness of the listener. They are confident and articulate speakers and their contributions to registration and circle time are encouraged and valued. Many of the children are beginning to recognise and write their own name. The use of varied story telling methods reinforces and develops children's language and literacy. Children and staff value and effectively use books. They enjoy sharing stories together.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have access to a large variety of resources to promote and develop their mathematical skills. They recognise and name simple shapes, count in everyday situations, including using number rhymes to count forward and back and use simple addition and subtraction. Good opportunities are created for the children to problem solve within everyday play situations and to use a wide range of mathematical language, for example, the cooking activity and selecting their favourite taste.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in their surroundings, notice changes in the weather and ask questions about their observations. They learn about their environment by using their senses, feeling different surfaces with their feet and discuss the different plant smells. They confidently share past and present events in their lives. The children have a good understanding of their own culture and beliefs and those of other people. The children access everyday technology regularly.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are set challenges to develop their physical skills inside and outdoors. They climb on and off large equipment, use bats and balls, negotiate bicycles, follow actions to rhymes and push wheeled toys such as pushchairs. Staff support and encourage new skills, such as helping children jump and land safely. Children handle and control small objects safely and with increasing control; for example scissors, tools for the dough and magnifying glasses.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children learn through all their senses, especially during cooking, tasting and feely games. They access a good range of role play equipment and dressing up clothes, developing their imaginative skills. They enjoy music and opportunities to explore sound; they match movement to the Indian dance music. The children paint, draw, cut and stick regularly. Their artistic creations are valued and displayed attractively.

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
- planning opportunities for children to experience patterns in language and rhythms.

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.