



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 143485

DfES Number: 519533

### INSPECTION DETAILS

Inspection Date 20/09/2004  
Inspector Name Olive Sumner

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name JACK & JILL PRE-SCHOOL  
Setting Address SHELFORD ROAD HALL  
PORTSMOUTH  
Hampshire  
PO4 8NW

### REGISTERED PROVIDER DETAILS

Name The Committee of Jack & Jill Pre-School

### ORGANISATION DETAILS

Name Jack & Jill Pre-School  
Address Shelford Road Hall  
Meon Road  
Southsea  
Hampshire  
PO4 8NW

## 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 & Jill Pre-School was established in 1986 to serve the surrounding residential area of Milton in Portsmouth. The group meet in a building situated in the grounds of Meon Infant School and Meon Junior School with whom it has close links. It offers sessional care five days a week during term time only and children attend for a variety of sessions. The pre-school has charity status and is organised by a voluntary management committee of parents. The day to day running of the group is the responsibility of two joint supervisors qualified in early years.

The group is registered for 26 children aged 2-5 years and offers 10 sessions a week. It is open 5 days a week for 39 weeks of the year and sessions run from 09.00 -11.30 and 12.45 -15.10. There are currently 48 children attending the group and 31 children are in receipt of nursery education funding. At present the Pre-School support children identified with special educational needs and for whom English is an additional language.

There are eight members of staff working with the children and relevant early years qualifications include NVQ 3 in Childcare and Education and the Diploma in Pre-school Practice. The pre-school is an accredited member of the Pre-school Learning Alliance and is registered with the Early Years Development and Childcare Partnership and values their support.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Jack and Jill Pre-school provide 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 and is a significant strength. Children are valued as individuals and respond to the consistent approach of the supportive staff who are very good role models. Staff question children skilfully and enable children to build on their knowledge. Relationships are very good and children have very good opportunities to take turns and share. Children talk confidently and enjoy story telling, songs and rhymes but do not always choose to make use of the attractive book area. They learn to count reliably and develop mathematical language in everyday situations. Children explore and investigate and use their senses to experiment with colour and media. They develop their imagination in role play and extend their physical skills. Progress would be enhanced even further by more opportunities to initiate their own creative activities and by extending children's experiences in the outside environment. Planning and assessment are very thorough and there are very good strategies to evaluate and monitor all aspects of provision. Effective systems are in place to support children identified with special educational needs. Children with English as an additional language are very well supported and make very good progress.

Leadership and management are very good and a significant strength. The joint leaders work together in excellent partnership and are well supported by the very committed staff team. There is a well organised and effective management committee.

Partnership with parents and carers is very good. Parents value the high quality provision and commitment of the staff. There are very good opportunities to be actively involved in their children's learning.

### What is being done well?

- Children show motivation and interest in a very well resourced and stimulating environment. They respond very well to their experiences. They settle well and are confident to try new activities and they share and take turns and work together as when using the parachute. Relationships are very good as is children's behaviour and children are very well managed by the supportive and caring staff.
- Children confidently interact with one another and with adults and extend their vocabulary and use speech to organise ideas as when serving a meal in the cafe. They have fun opportunities to hear the sounds of letters in words and rhyme and enjoy well told stories. They learn to count reliably and recognise numbers and develop mathematical language and ideas in everyday and practical activities as when building tall towers.

- Children explore and investigate with plastic bag kites, magnets and in water play and ask questions why things happen and how things work. They use their senses experiencing a very good range of colour and texture and develop their imagination in role play and in imaginative games. Children gain confidence extending their physical skills in the indoor and outside environment and use small tools with increasing control.
- The very committed staff team are very good role models. All children are treated as individuals and respond very well to the effective teaching strategies and skills of the staff. Planning and assessment ensure very good coverage of the curriculum and link effectively to the stepping stones of the early learning goals of the Foundation Stage and children make very good progress.
- Leadership and management is a significant strength. The joint leaders complement one another in an excellent partnership. They are very well supported by the management committee. Partnership with parents is very strong. Parents commitment and involvement is valued and this contributes to the strengths of the pre-school and the progress children make.

#### **What needs to be improved?**

- more opportunities for children to initiate and select resources for creative activities
- encouragement for children to choose to enjoy a book on their own or to share with a friend or adult in the book area during free play
- opportunities to extend experiences in the outside environment

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. Following the last inspection there were two points for consideration.

The first point was to improve planning by cross referencing the long and short term planning. The present system is very effective and based on long term topic themes and half termly plans which have clear learning intentions supported by activities which can be differentiated to meet the needs of the children. Play plans inform staff on a daily basis. All topic themes are well resourced. All activities are evaluated and monitored to ensure that the learning intention is achieved and that children are making progress and building on what they know. The evaluations are used to inform future planning.

The second point for consideration was to further staff training from outside agencies. All staff have followed a programme of training since the last inspection and the majority of staff now have relevant qualifications in early years. In addition the pre-school has been accessing the support and attending training organised by the Early Years Development and Childcare Partnership and has achieved accreditation from the Pre-school Learning Alliance. All these measures have had a

very positive impact on the provision. The staff are very committed to the improvement and development of care and education for all the children and welcome training opportunities and support to achieve this.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are valued as individuals and have a growing awareness of their own feelings and those of others. They are interested and motivated and are settling well. They are very confident to try new activities and make very good progress when concentrating on activities. Relationships and behaviour are very good and they learn to share and take turns. They confidently acquire skills of personal independence and make choices. They respond to significant experiences with excitement and wonder.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact with one another and can listen very well. They respond to stories and rhymes and songs and enjoy choosing a book before snack time. They extend their vocabulary and use speech to organise their ideas. They have fun hearing sounds in words and rhyme and can recognise their names. They have opportunities to explore writing in role play but would benefit from encouragement to make their own choice to use and share books for enjoyment in the book area during free play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children very confidently use numbers in familiar contexts and develop mathematical ideas and language and solve problems in a variety of everyday and practical activities as when sharing a banana at snack time or discussing shapes in play dough activities. They learn to count reliably and recognise numbers when playing the fishing game. They have very good opportunities to begin to develop understanding of addition and subtraction using the very good resources which support number rhymes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children eagerly explore and investigate in water play, with magnets and flying plastic bag kites. They ask questions why things happen and how things work from a range of toys and apparatus. They build and construct using a range of materials and show confidence using the computer to support learning. They learn about past and present in their own lives and find out about the area where they live but would benefit from opportunities to explore the outside environment.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move very confidently indoors and outside and use wheeled toys with increasing control and awareness of space. They learn about the importance of being healthy and the changes that happen when they are active. They use tools, construction and malleable materials with increasing skill. They develop physical skills using a very good range of small and large equipment but on occasion would benefit from opportunities to extend their skills by spending more time developing activities.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children use their senses to explore colour and texture. They experiment how sounds can be changed on the musical zebra and enjoy singing a very good range of songs from memory. They use their imagination in role play getting ready for bed or in the café and in imaginative games. Provision would be further enhanced by opportunities for children to initiate their own creative activities and select their own 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 improving the following:
- develop more opportunities for children to select resources and initiate their own creative activities and encourage children to choose to make use of all aspects of provision especially the book corner
- extend opportunities for children to explore the outside environment and to spend longer outdoors in purposeful play.

*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.*