



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 122747

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Beverley Jane Bruno

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Jack & Jill Pre-School
Setting Address 150 High Street
Banstead
Surrey
SM7 2NZ

REGISTERED PROVIDER DETAILS

Name The Committee of Jack & Jill Pre-School

ORGANISATION DETAILS

Name Jack & Jill Pre-School
Address 150 High Street
Banstead
Surrey
SM7 2NZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Jack and Jill Pre-School opened in 1972. It operates from a church hall in Banstead and has access to a kitchen, toilets and outdoor play facilities. Children attend mainly from the local area, and the group has strong links with the Baptist Church.

The group is registered to provide sessional care for 26 children aged from 2 to under 5 years, and accepts children from 2 years 9 months. There are currently 35 children on roll which includes 12 aged 3 and 11 aged 4 who are in receipt of nursery education grant funding. The setting supports children who have special educational needs and for whom English is an additional language.

Opening hours are 09:30 to 12:15 Monday to Friday during term time only.

One full time and seven part time staff work with the children, of these four have a recognised early years qualification to level three, and one is currently working towards a qualification. Ongoing training is accessed through the Early Years Childcare Service (EYCS). The setting receives support from the Early Education Advisor (EEA), the Early Learning Assistant (ELA) and the Special Educational Needs Advisor (SENA).

How good is the Day Care?

Jack and Jill Pre-School provides good quality care. Staff organise the play room to provide a cheerful environment in which children can enjoy the wide range of activities, toys and resources on offer. The staff, the required number of whom have early years qualifications, support the needs of the children, ensuring they are appropriately deployed and on task. Documentation and records associated with this type of provision are in place.

The staff ensure that identified hazards to children both inside and outside of the provision are quickly minimised although there is no very regular documented evidence of risk assessments or an accompanying process for analysing apparent 'trends'. Staff are knowledgeable on issues relating children's dietary needs. They have a sound understanding of children's health requirements. Their thorough work practices ensure that children are fully included and supported. This is also the case in the care of children with special educational needs. Staff have a good working knowledge of how to protect children from child abuse.

Children have access to a balanced mix of care routines and activities, that meet their group and individual needs. Staff are very confident in the use of a wide range of appropriate strategies to promote positive behaviour in children.

Staff are fully committed to and value the promoting of partnerships with parents and carers of the children they care for. They feedback to parents at the end of sessions and at individual informal meetings held spontaneously during the year.

What has improved since the last inspection?

One action was set at the last inspection. The provider was to include the complaints procedure in the policy and procedure document to ensure that parents had information about how to make a complaint . The provider was to include the name address and telephone number of Ofsted South East Regional Centre. The action has been completed satisfactorily.

What is being done well?

- The supervisor has a good leadership style, understanding the value of delegating responsibilities to foster a sense of 'ownership' amongst staff whilst at the same time retaining overall control. Staff have their own areas of non-curricula responsibility. They are heavily involved in regular curriculum planning meetings. The supervisor also provides strong but appropriate leadership for the children.
- Staff work as a cohesive team, as they support each other in preparing and delivering activities and care routines. They are committed to further training.
- Children enjoy a good range of planned and free play activities supported by an in-depth range of toys and resources. Staff look for opportunities to extend learning, by taking a theme and then providing resources to reinforce understanding and skills. They look and find many ways to encourage children's independence and build self esteem. Work practices within the setting ensure continuity for children as staff make a home visit prior to children starting playgroup and have close links with schools for whom they are a feeder setting.
- Children have access to a bright cheerful and welcoming environment. Staff work hard daily, to make the activity room and garden play area inviting and stimulating, with the imaginative use of equipment as partitioning, beautiful child centred displays and rotation of toys and equipment.
- Children enjoy the range of nutritious snacks. They are offered a drink and biscuit as well as fruits and/or foods associated with a current theme.
- Parents are provided with considerable amounts of information about the provision through the notice boards and new letters; and how their children are progressing through regular spontaneous meetings with staff.
- The comprehensive nature of the administration documentation and reference materials, shows a commitment to embrace the national standards and supporting criteria.

What needs to be improved?

- the method for recording, and frequency by which, risk assessments and analysis of associated records are carried out.

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
6	Ensure there is an appropriate method in place for the recording and analysis of regular risk assessments alongside associated documents.

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.