

Jack and Jill Pre-School

Inspection report for early years provision

Unique reference number 143485
Inspection date 22/09/2010
Inspector Alison Kaplonek

Setting address Shelford Road Hall, Portsmouth, Hampshire, PO4 8NW

Telephone number 02392 830040
Email lindavacher@hotmail.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Jack and Jill Pre-School opened in 1986. It operates from a self-contained building situated between Meon Infant and Meon Junior schools in Milton, Hampshire. The provider is registered on the Early Years Register to provide care for 26 children from two years to five years. The pre-school serves families from the local community. The pre-school has good links with local schools within Milton. The pre-school supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are currently 28 children on roll; all of whom are in the early years age range. The pre-school operates from 8.45am to 11.45am and 12.30pm to 3.30pm on Mondays to Fridays, term-times only.

The day to day running of the group is the responsibility of two joint supervisors who have appropriate early years qualifications. The pre-school employs eight members of staff. Five members of staff hold a National Vocational Qualification (NVQ) at level 3 and two are currently studying at this level. Ongoing training is encouraged and pursued by all staff. The pre-school has charity status and is organised by a voluntary management committee of parents. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy excellent experiences within an exceptionally well organised and productive environment. Successful use of inclusive practice ensures the needs of all children are extremely well met. The pre-school staff embrace every child who attends and children demonstrate high levels of confidence and an enthusiasm to learn. They take part in an extensive range of interesting and stimulating learning experiences and make excellent progress. Rigorous self-evaluation and outstanding communication between staff, parents and the committee, ensures continual improvements are made in every aspect of children's care and learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further encourage children's independence, for example, by letting them spread their own cheese and crackers at snack time.

The effectiveness of leadership and management of the early years provision

An extremely comprehensive range of clear policies and successfully implemented procedures ensures children's needs are exceedingly well met and that they are fully safeguarded. All staff complete training in safeguarding children and have an exceptional awareness of safeguarding issues. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. Staff seek confirmation about the identify of all visitors before access to the premises is granted and ensure that all adults sign in and out. All staff members go through an extremely thorough induction process when they first start work at the pre-school enabling them to put procedures into place immediately. The managers and staff work very closely together to ensure that the setting is organised effectively and that records are completed quickly and accurately. This results in an efficient and professional approach to the organisation of the pre-school day. Risk assessment checklists are completed each day, and any safety issues immediately resolved. Staff are extremely clear about their roles and responsibilities, for example, which member of staff will supervise the outside area, prepare the snack or support children as they use the small trampoline. Consequently, children feel very settled, safe and secure and develop high levels of self-esteem. However, on occasion staff do not always encourage children's independence.

The pre-school welcomes all children and is able to provide extensive support for children with special educational needs and/or disabilities and those who are learning English as an additional language. Parents state that they are very impressed with the fact that all staff know their children so well and that their children are making excellent progress. Parents are regularly asked to feed back their views on the setting through questionnaires and discussion with the joint managers. They are offered a comprehensive range of opportunities to participate in their children's learning, for example helping at their child's session or reading and contributing to their child's learning journey. All parents are welcome to become involved in the organisation of the group by joining the committee. Management and staff work extremely hard to foster good relationships with parents, schools and other professionals who may be involved with the care of some of the children. They are able to offer parents the use of an interpreter if there are language difficulties. They carry out rigorous self-evaluation and monitoring of what they do well and what needs to improve. Consequently, actions are well targeted and have an effective impact in bringing about sustained and continual improvement to the preschool provision.

The quality and standards of the early years provision and outcomes for children

Children play and learn in an exciting, stimulating and productive environment. All children have easy access to the high quality play resources and benefit from opportunities to 'free flow' between the indoor and outside environments. Experienced staff understand that some children prefer to be outdoor learners and

so they provide a full range of interesting learning opportunities, such as painting, role play or using pre-writing materials, in the varied outside environment. Children enjoy squirting water on a cobweb and talk about the droplets glistening in the sun.

Children settle extremely well and quickly learn the daily routines of the session. They benefit from effective strategies such as the use of an elapse timer which shows them clearly how much longer it will be until they can change activity or play outside. All children play enthusiastically and purposefully, confidently making choices as they move between each of the clearly defined learning areas. All staff are excellent role models, taking a positive and consistent approach and ensuring that children feel safe and secure. Consequently, all children are beginning to learn to interact well with both adults and their peers. Those children with English as an additional language or any particular needs are also fully included and staff use additional communication techniques such as Makaton or repetition to ensure that they are involved in the activities and routines.

Staff consistently organise the environment well to ensure that it is interesting and welcoming for children and that they know exactly which activities are available at each session. Children have easy access to a huge range of resources and activities which enable them to make excellent progress in all areas of their learning. They delight in the music and singing sessions and all join in the 'stick' songs as they learn to tap out rhythms and follow the beat. They respond well to the music played at tidy up time and efficiently put everything away in its right place. Children think for themselves and learn to solve problems as they work out how to join the boxes and tubes they have selected for their models. They learn to recognise labels as they enthusiastically take their card to the kitchen hatch and ask the member of staff for two cups or one jug of water.

All children enjoy listening to stories and most concentrate well as a member of staff keeps their attention, involving them in making particular sounds or finding particular objects within the pictures. Children who find it less easy to concentrate or join in are well supported and not put under any pressure if they feel unable to take part yet. They often watch the other children from a distance and join in, in their own time. Children confidently use a range of mark making materials such as chalks, highlighters, crayons or paint brushes. They know that marks have meaning and can see from the signs and books available that words in other languages often look different. Children's physical development is given excellent emphasis and children eagerly join in the music and movement sessions. They carefully feel the beating of their hearts after they have exercised. Children behave extremely well and are polite and kind to both their peers and adults. They are beginning to learn to share and take turns and often work cooperatively together. They all respond well to the frequent praise they receive from staff.

Staff talk to parents about children's interests and preferences before children start at the setting and the key person for each child quickly gains an extremely good knowledge and understanding of areas where particular children need support. All staff complete numerous observations and assessments and pass these to the child's key person for inclusion in the learning journeys. These assessments are used to plan clear individual learning targets for each child and are linked to the

Early Years Foundation Stage curriculum, ensuring that all children are making the best possible progress and are well equipped with the skills that will help them in the future. All staff complete this process accurately and effectively to ensure that activities are planned which provide sufficient challenge for all children and ensure progress in all areas of learning. The continuous curriculum available every day and the weekly planning of extra focused activities ensures a comprehensive range of both child-led and adult-led learning takes place.

Children have excellent opportunities to learn about keeping themselves healthy, for example, as they follow clear hygiene routines which are visually displayed, when visiting the toilets. They know without prompting that they must put on a sun hat when playing outside in warm weather and often help themselves to the drinking water which is available both inside and out. Healthy eating is actively encouraged and children bring in different types of fresh fruit and vegetables for snack time. Children show that they know how to keep themselves safe as they put on their fluorescent jackets and talk about road safety when going to buy the milk from the local shop. Children talk about using equipment such as scissors and knives safely. All children and staff frequently practise the evacuation procedure to ensure that they can leave the building quickly and safely.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

