

Jack & Jill Pre-School

Inspection report for early years provision

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| Unique reference number | 122747 |
| Inspection date | 26/01/2011 |
| Inspector | Carol Newman |
| Setting address | 150 High Street, Banstead, Surrey, SM7 2NZ |
| Telephone number | 01737 361313 or 07732 901546 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Jack and Jill Pre-School is a Christian group that opened in 1972. It operates from Banstead Baptist Church premises in Banstead in Surrey. The group has use of the main hall, a kitchen, toilets and outdoor play facilities. Children can also use the main church hall for specific activities. Children attending are mainly from the local area, and the group has strong links with the Baptist Church. The group say a prayer before eating, take part in weekly children's worship services, listen to Bible stories and pray daily.

The group is registered to provide care for 26 children aged from two years to under eight years. The group is registered on the Early Years Register and both parts of the Childcare Register. There are currently 21 children, aged from two years nine months to five years, on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Opening hours are 9:30am to 12:30pm, Monday to Friday, during term time only. Four members of staff have recognised early years qualifications and the manager holds Early Years Professional status. There are also four helpers and two volunteers who work in the pre-school on various days during the week. Ongoing training is accessed through the local authority. The setting receives support from the local authority.

Jack and Jill Pre-school are accredited through the Surrey Quality Assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's individual care and learning needs are very well met in this industrious, caring environment. The dedicated staff team work hard to ensure the uniqueness of every child is recognised and respected. Children are encouraged to learn and develop through their own independence and enthusiasm for knowledge. Staff regularly evaluate their provision to identify the strengths and the way forward. Staff have the drive and ambition to continually improve and maintain the exceptionally high standards already in place in most areas.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- record clearly the date of review and any action taken following a review or incident in written risk assessments 09/02/2011
- keep records of the information used to assess 09/02/2011

suitability including the unique reference numbers of CRB Disclosures obtained and make these easily accessible and available for inspection by Ofsted

To further improve the early years provision the registered person should:

- develop staff understanding of the need to maintain privacy and confidentiality when completing accident, medication and incident records

The effectiveness of leadership and management of the early years provision

Relevant checks and rigorous employment procedures ensure staff are suitable to work with the children. However, sufficient documentation to support this, including the unique reference numbers of CRB Disclosures obtained, was not accessible and available for inspection. This was because these are stored on a central database maintained by the pastoral administrator, who was not available on the day of inspection. This is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage.

Staff understand the procedures to follow if they have any safeguarding concerns about the children in their care. They attend safeguarding training when it is available and this contributes to their knowledge and understanding. Documentation for the safe and effective management of the setting is in place. However, some records are not maintained confidentially and some were not completed promptly on the day of inspection to support, for example, the safe evacuation of the setting in the event of an emergency.

Regular discussions and the implementation of comprehensive action plans support staff as they drive improvement. Self-evaluation is detailed and informed by parental comments placed in the comments box.

Staff are very well deployed and helpers come in each day, in addition to ratios, to help out with general duties such as the preparation of snacks. This is extremely valuable as it means staff can concentrate on working closely with the children. Plentiful, well displayed, easily accessible resources in most areas invite children to explore and play imaginatively.

Staff address children's individual needs well. They use their thorough observations to recognise when additional support is required to ensure all children reach their full potential. Parents are very complimentary about the staff commitment and the provision on offer. They know that they are able to discuss their children's progress at any time. There are procedures in place to resolve any concerns amicably and in the best interests of the children. Staff are developing effective systems to work in partnership with other settings children attend, to establish effective working relationships. Shared information is used to promote children's achievement and well-being.

Children learn to care for their environment and the pre-school is well supported

by the church to ensure it is sustainable.

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

Children arrive enthusiastically and well prepared to make the most of their morning in this vibrant pre-school. Staff give excellent explanations of the activities on offer, during the early morning carpet time. Children find their names and put them on the board before they choose their activities from the excellent range that covers all six areas of learning.

Staff vigilantly observe the children during activities to determine when children will benefit from their support or the opportunity to develop their play independently. For example, children negotiate with each other to play with the vehicles in the sand tray as they make tracks and describe them. The staff listen carefully as the children recite the letters in their name. They then offer verbal support and encouragement as children write their names on their craft project.

Children's behaviour is exemplary and staff encourage this through strategies such as asking the children to use their 'listening ears'. Children confidently count how many are present during carpet time and number activities are incorporated successfully throughout the daily routine. Children learn about forces when they visit the park and observe the effects of pushing or pulling the play equipment, making superb use of their local environment. Activities such as this are exceptionally well planned.

Children's cultures are celebrated during 'show and tell' time and parents are invited to share their cultural dishes and costumes. However, as the pre-school follows a strong Christian ethos, festivals from other cultures are not celebrated. Children are free to interpret craft activities for themselves and staff offer constructive praise for the children's efforts. Regular outdoor play and outings within the local community encourage children to develop strong physical skills.

Staff make superb, evaluative observations that support the daily planning. This ensures children's individual next steps are recognised and provided for. Staff meet together on a daily basis to plan activities that challenge and engage the children. This means that children are moved on in their learning promptly and effectively. Staff understand the importance of children finishing off projects and therefore there is provision for children to preserve their work so they that they can continue to focus on it during their next session. Through observation, assessment, discussion with parents and liaison with the local authority and other agencies all children's individual learning and development needs are splendidly met.

Children learn how to keep themselves safe through reminders, such as, to hold hands on outings and to play carefully. Detailed risk assessments indoors, outdoors and for outings are in place. These, alongside the daily safety checks, are used to ensure children play and learn in a safe environment. However, a record has not been maintained of the date of review of the risk assessment and any action taken following a review or incident. This is a breach of the requirements of the Statutory

Framework for the Early Years Foundation Stage.

Children benefit from healthy snacks and regular drinks. They understand they must wash their hands before snack time and staff maintain the pre-school hygienically to minimise the risk of infection. Children treat each other with kindness and consideration and there is calm but busy atmosphere throughout the morning.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met