

# Jack 'n' Jill Pre-School & Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	251534
<b>Inspection date</b>	28/02/2011
<b>Inspector</b>	Hazel Meadows
<b>Setting address</b>	Stonelodge Community Centre, Hawthorn Drive (South West), Ipswich, Suffolk, IP2 0QY
<b>Telephone number</b>	07837 411646
<b>Email</b>	
<b>Type of setting</b>	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 'n' Jill Pre-school opened in 1980 and operates from a large hall in Stonelodge Community Centre in south west Ipswich, Suffolk. It is managed by a voluntary management committee, made up of parents of children at the pre-school and two community centre staff. There is level access to the premises. An accessible toilet is available on the lower floor and lifts are available. Children have access to a large, enclosed basketball court for outdoor play. A designated, purpose designed outdoor play area, directly accessible from the hall, is currently being refurbished and nearing completion.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children, all in the early years age group, may attend the pre-school at any one time. There are currently 73 children aged from two to five years on roll. Of these, 42 children receive funding for early education.

The group is open term time only. Session times are from 9.15am until 12.15pm Monday to Friday and from 12.30pm until 3.30pm on Mondays and Thursdays. Children can attend for a maximum of one session per day. Children come from a wide catchment area. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The group employs ten staff, all of whom hold appropriate early years qualifications. The manager has an early degree and has recently attained Early Years Professional status. The deputy is studying towards an early years degree. The group is a member of the Pre-school Learning Alliance and receives support from local authority advisory staff.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very happy and settle well at this stimulating and welcoming pre-school. Committed and competent staff work well as a team to provide a broad variety of play and learning experiences in nearly all areas and children are making very good progress through the Early Years Foundation Stage. Inclusive practice is actively promoted and each child's individuality is embraced and valued. Positive and trusting partnerships are established with parents and others, ensuring children receive consistent support regarding their care, development and learning. Comprehensive documentation and procedures work well in practice to promote children's welfare and safety. Ongoing self-evaluation promotes high quality in all areas and supports continuous development.

## **What steps need to be taken to improve provision further?**

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

- increase opportunities for children to explore natural materials and living things
- implement plans to develop the new outdoor area into an exciting play and learning environment for children to explore using all their senses

## **The effectiveness of leadership and management of the early years provision**

Robust procedures are in place to protect children from harm. All staff have attended safeguarding training and are clear of their responsibilities to protect children. They all have a very secure awareness and understanding of safeguarding procedures and all staff have Criminal Records Bureau clearance. The group has a thorough written policy, plus local safeguarding contact details for staff to refer to, should they have concerns about a child. The premises are secure and staff are watchful of the children and attentive to their safety. Written risk assessments are undertaken for the premises and for outings, which effectively identify and rectify potential hazards to minimise risks to children. All staff are familiar with the emergency evacuation procedure, which is regularly practised and recorded, to ensure it operates swiftly and smoothly.

The group has a very positive attitude and approach towards diversity and promotes excellent inclusive practice. Staff actively support and include all children including those with special educational needs and/or disabilities or children for whom English is an additional language. Their very good knowledge of child development and of individual children enables them to identify early any additional needs a child may have. They work very closely with parents, liaising with other childcare or health professionals, if required, to ensure each child receives appropriate support at an early stage. Their positive approach is very well reflected in the resources and activities available.

The dedicated staff team are experienced and well-qualified in early years childcare. They have a commitment to ongoing training and development to enhance their practice and personal development. There is ongoing reflection of practice through regular staff meetings and appraisals, which contributes to the setting's ability to maintain continuous improvement. The managers completed an Ofsted self-evaluation form last year which offers an accurate overview of the group.

All required documentation is in place. Comprehensive details are obtained about each child to support their welfare and signed consents are obtained to ensure children are cared for according to their parents' wishes. Staff are vigilant to ensure rigorous records and procedures are completed regarding individual children's health, allergies or medication to ensure their well-being. All records are securely and confidentially kept and accurately maintained. Well-written policies are clear and comprehensive and are made available to parents.

Staff establish excellent, trusting partnerships with parents which is conducive to

children's welfare and continuity of care. Parents are kept very well informed about their child's progress through discussions with staff and they have regular opportunities to review and contribute to their child's 'Learning Journey' development booklet. Parents' comments and feedback are welcomed and actively sought through regular questionnaires. Some parents are actively involved in the running of the group on the pre-school committee. Comments received from parents during the inspection are extremely positive. They find staff friendly and approachable and are confident of their competence. Parents feel well informed through frequent discussions and newsletters. Parents state their children are happy and settled at the setting and most cannot wait to get there. The setting maintains good links with other providers delivering the early years foundation stage and staff attend regular local network meetings. They establish positive links with the schools that children are due to attend, to promote continuity of care and smooth transitions for the children. The group receives support from their local authority advisory staff, and other professionals who support children with additional needs, as required.

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

Children are keen to come into the setting and enthusiastically explore the activities available. Staff are caring and attentive and get to know the children very well as individuals. Initial observations, plus information gathered from parents, offer staff an insight into each child's individuality and identify the starting points in their learning. This helps staff to support children accordingly. Children form open and trusting relationships with staff and one another and many know each other's names. They are developing positive self-esteem and are very confident communicators, freely approaching and talking to staff and visitors. Children's behaviour is generally very good, as they are well occupied and clear of the reasonable boundaries. Staff are positive role models and treat children with kindness and respect, which helps them feel safe and secure. For example, any children who are initially upset when they start are comforted reassuringly by caring staff, which helps them to settle well. Children learn to keep themselves safe through explanations and reminders from the staff, for example, to walk indoors and not to climb up the slide. Visitors from the local community, such as, the school crossing patrol or community police officers, help children understand about people who help them and keep them safe.

The experienced and competent staff have enthusiastically embraced the principles of the Early Years Foundation Stage and clearly recognise the importance and benefits of children learning through play. Each day they transform a large community hall into an inviting and exciting play and learning environment for young children. A stimulating variety of toys and resources offer good levels of challenge and interest for the broad range of ages and abilities of the children present. Designated areas are clearly defined and used well for different activities, for example, the book corner, messy play and snack areas. Children have time to explore the resources available and concentrate for considerable periods at activities which engage them. Staff are very well deployed and work cooperatively

to aid the smooth running of the session and meet children's needs. They play alongside the children and enter into their play to focus their attention and extend their learning but also recognise when it is appropriate to step back and enable the children to learn and discover for themselves. Staff have established a very effective method of monitoring children's progress towards the early learning goals. Each child has a key person and as observations are made they are recorded in the child's individual 'Learning Journey' booklet and staff observation records. The observations are utilised well to identify the child's next step and to inform weekly planning, which aids children's individual progression.

Children learn to recognise their names as they find their names at snack time and they have opportunities to make marks and write for a purpose in their play or at the writing area. They freely use the comfortable and inviting book area and select books to browse through. Sometimes they tell the stories from the pictures out loud to themselves, or to other children sitting with them. Children's imaginative play is well promoted through small world toys and the home area is well resourced, and children play enthusiastically as they cook meals for their families. Children's awareness and appreciation of diversity is excellently promoted and enhanced through the positive attitudes of the staff and through specific activities. Differences and similarities are valued and reflected very well in practice and through the range of books and resources. For example, hairdressing props and heads of different colours and lengths of hair are available for children to explore, supported with books reflecting a diversity of hair types, colours and styles. Children have regular opportunities to explore a wide variety of media and materials and excitedly help to make the play dough, watching the transformation of the ingredients as they are mixed together. Children have some opportunities to learn about the natural world through books and discussion and they occasionally grow plants or go on outings but this area is quite limited.

Children are learning good hygiene practice through regular routines and explanations from staff. They independently use the automatic hand washer prior to snack, showing one another how to operate it. The rolling snack time is a relaxed and sociable experience for the children. They gain skills and independence pouring their own milk and serving their own cereal and most remember to clear their used bowls away when they have finished. They benefit from an excellent variety of healthy and nutritious snacks, promoting their understanding of healthy eating. Water is readily available from a dispenser, ensuring the children are well hydrated. Children have daily opportunities for fresh air and exercise, promoting a healthy lifestyle. They delight in running in the large basket ball area and practice skills such as throwing and kicking balls. They are becoming increasingly competent and confident with balancing on the stepping stones and developing good coordination with the ride on toys. They are also able to rest or play quietly in the cosy book area should they wish to.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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