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Maureen Dyroff
Jack and Jill Pre- School
77 Mill Lane
Chinnor
Oxfordshire
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Dear Mrs Dyroff

Ofsted survey inspection programme – narrowing the gap in literacy and numeracy

Thank you for your hospitality and co-operation during my visit on 27 January 2009 to look at work in literacy and numeracy.

As outlined in the initial letter, the visit had a particular focus on how well you meet the needs of all children in relation to their literacy and numeracy, with particular consideration to those at risk of not reaching their full potential. The visit also evaluated the level of expertise to support children learning English as an additional language (EAL).

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing settings but these will not be identified in the main text. All feedback letters will be published on the Ofsted website.

The evidence used to inform the judgements made included interviews with you, scrutiny of relevant documentation, analysis of children's work and observation of children's play.

The overall effectiveness of provision for literacy and numeracy was judged to be outstanding.

Learning and development

The quality of learning and development is outstanding.

- You and your staff develop excellent relationships with the children, knowing them extremely well individually. Children enjoy the high levels of individual time and attention they receive.
- Children are well nourished and ready to learn.

- Children are comfortable and settled in their environment. They use language well to express their thoughts and feelings. They approach visitors eagerly, keen to initiate conversations with them.
- Children enjoy a wide range of literacy experiences delivered by the confident staff team, for example, the use of props to tell stories and tape music to accompany their singing.

Leadership and management of literacy and numeracy

The quality of leadership and management is outstanding.

- Staff use writing and numbers to label children's creative work clearly and for display purposes around the areas the children use, however, they do not use samples of children's early writing.
- Staff develop excellent relationships with parents and other professionals to support each child extremely well and enable them to reach their full potential.
- Staff effectively evaluate the provision, reflecting on their practice and continually seeking to improve outcomes for children in literacy and numeracy.

English as an additional language

- Staff have not undertaken any training in supporting children learning English as an additional language, although no such children attend currently.

How well does the provision promote inclusive practice?

Inclusion in literacy and numeracy is outstanding.

- Staff establish excellent systems for recording children's starting points, achievements and next steps in learning, as a result, children have their individual needs met.
- Staff provide an extensive variety of interesting and stimulating activities and resources, which they adapt to meet the individual abilities and interests of each child who attends.

Areas for development, which we discussed, included:

- using children's early writing for labelling displays and objects
- seeking training to support children learning English as an additional language, if required.

I hope these observations are useful as you continue to develop literacy and numeracy in your setting.

As was explained in the previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the inspector for your next inspection.

Yours sincerely

Judith Butler
Inspector