

Jack and Jill Pre-School

Inspection report for early years provision

Unique reference number	134310
Inspection date	16/09/2011
Inspector	Michael Bartleman
Setting address	Rear of Mill Lane CP School, Mill Lane, Chinnor, Oxfordshire, OX39 4RF
Telephone number	01844 353630
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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*.

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Description of the setting

Jack and Jill Pre-School was registered in September 1978 and operates from a purpose built building at the rear of Mill Lane School, in Chinnor, Oxfordshire. A maximum of 26 children may attend the pre-school at any one time. It is open from 9.15am to 11.45am and 1pm to 3.30pm on Monday to Thursday and 9.15am to 11.45am on Friday, during term time only. The setting is registered on the Early Years Register to care for no more than 26 children under five years; of these none may be under two years at any time. There are currently 56 children on roll. Of these, 48 receive funding for early education. Children come from Chinnor and the surrounding villages. The pre-school currently supports a number of children with special educational needs and/or disabilities. The pre-school employs seven members of staff. All of them hold appropriate early years qualifications. The manager has Early Years Professional status. The pre-school receives support from the local Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well settled in an inclusive environment in which they are totally at ease. The setting is committed to ensuring children feel safe and secure with most making good progress in their learning and development. Excellent partnerships with parents, carers and other agencies help ensure that children's individual needs are well met. The well organised setting demonstrates a strong capacity for improvement and uses self-evaluation effectively to monitor most aspects of its practice and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- sharpen the systems for monitoring children's development to more clearly indicate the rate that they are progressing towards the early learning goals and to identify any gaps in achievement
- ensure that monitoring systems are sufficiently sophisticated to judge the impact of initiatives on children's learning and development

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because all of the team have a secure knowledge of child protection recording and reporting procedures. A

comprehensive risk assessment, supported by effective daily checking procedures, ensures that potential hazards are identified and minimised. The premises are secure and visitors are monitored. Rigorous recruitment and vetting procedures ensure the suitability of staff. The management committee provides very clear guidance to the staff, and a comprehensive range of written policies and procedures are in place to fully support the running of the setting. Children have suitable spaces to play and rest. Indoor and outdoor space is well utilised to maximise children's learning and play opportunities. Children enjoy easy access to resources that suit their needs, interests and abilities. The setting has a good awareness of children's individual needs and interests and provides a warm and welcoming environment which fosters children's sense of wellbeing. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity through activities and sharing information. Partnerships with parents and others involved in the children's care and learning are excellent and very effective. Staff work skilfully with parents, carers and other professionals to ensure consistency of care. Information from parents and carers about the children's interests and starting points are successfully used to plan and assess their progress. Parents and carers comment positively about the provision and are extremely happy with the standard of care that their children receive. The children's key person liaises extremely well with parents and carers. The manager and staff work particularly well with external agencies to support children with additional needs, ensuring that their specific needs are well supported. Effective links with neighbouring schools ensures that transition is well managed and children's learning continues successfully. The manager and staff work together as a motivated and cohesive team. They share a commitment to offering the best possible experiences to children and their families, with the manager leading and encouraging a culture of reflective practice. For example, self-evaluation is used very well to help focus staff's thoughts on the setting's strengths and weaknesses. Plans for the future, making good use of the views of both the children, parents and carers, are effective at developing the provision, although the success of new initiatives is not always judged against the impact on children's outcomes. Recommendations made at the last inspection have been fully addressed and have had clear benefits to children's experiences at the setting. Staff demonstrate a commitment to developing their own knowledge through ongoing training which has impacted positively on their practice. The manager and her staff regularly meet with other professionals to discuss and share good practice. There is a shared vision for inclusive practice and this helps to ensure that every child can achieve as well as they can, taking into account their individual background and needs.

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

Children enjoy their time at the setting; they are happy, settled and secure. Staff are very well deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences

provided. Staff use what they see and know to assess each child's progress and to plan for the next steps in their learning, although the recording of this in the 'learning journals' is not always dated, which limits its effectiveness in showing children's progress. Parents and carers are successfully encouraged to continue their children's learning at home and comment in their learning journals. Children share family experiences with others in the setting, through a photographic diary of 'Rosie and Jim's' visit to their home and stories which are recorded by the children's key worker. The Explorer group for older children develops knowledge of the wider world well through weekly visits into the community and many linked activities. Children access activities, experiences and resources which promote skills they need for the future. They have regular access to technology, using computers which will support them in later life. Art and craft activities are plentiful. Children often initiate their own creative play by making use of the resources on offer. For example, some children organised a 'lesson' on farming for their friends, mirroring the group time that staff had conducted earlier in the week. This interaction improves children's confidence and self esteem well. The setting demonstrates a commitment to sustainability as the children develop a good knowledge of growing food and farming through their topic activities. The children brought in vegetables which they made into a soup, which was very much enjoyed at snack time.

Staff know when to intervene in children's play and when it is more beneficial to stand back and allow play to develop independently. They listen to what children have to say and encourage them to communicate and participate in experiences. Toys, displays, books and dolls help children understand diversity well. Children learn about possible dangers and how to keep themselves safe through daily routines and planned experiences. For instance, children regularly practice the emergency evacuation procedures. All children learn the importance of, and practise, good personal hygiene habits. Children enjoy varied and nutritious snacks and access drinks throughout the session. The outdoor area is used creatively with children who competently use a range of wheeled toys and other equipment to support their physical development. Children behave well and understand the rules and boundaries. For example, when staff put on the tidy up music, children are quick to respond. Staff offer gentle reminders when necessary and teach children to share and take turns, acting as good role models and making use of a range of positive strategies to manage children's behaviour.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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