

# Jack And Jill Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	113541
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<b>Type of setting</b>	Childcare - Non-Domestic

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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 run by a committee and was registered in 1992. It operates from the Delmar Morgan Centre in the village of Copthorne, West Sussex. The pre-school is registered on the Early Years Register and both the Compulsory and Voluntary parts of the Childcare Register. A maximum of 20 children may attend at any one time. The pre-school is open from 9am until 12 noon, Monday to Friday, term time only. All children share access to a secure outdoor play area.

There are currently 24 children aged from two to under five years on roll. The pre-school receives funding for early years education for three- and four-year-olds. Children come from the local catchment area. The pre-school is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs five members of staff and of these, four hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children make good progress overall in their learning and development as they are supported by a well established staffing team. The pre-school promotes inclusive practice and successfully meets children's individual needs. Positive engagement with parents and carers and effective partnerships with other agencies enable children to make good progress in their learning and development. Effective systems are in place to evaluate the quality of the pre-school and identify areas for development, which shows a strong capacity to maintain continuous improvement.

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

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

- develop the organisation of snack time to promote children's skills of independence.

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

Children are protected exceptionally well because staff have a very clear understanding about their safeguarding responsibilities towards children and procedures for reporting any concerns. Robust recruitment and vetting procedures

are in place for ensuring adults working with the children are suitable to do so. All visitors to the premises are recorded to further safeguard children and the staff team are vigilant in their supervision of the children to keep them safe. Children's safety is also promoted effectively as daily safety checks and risk assessments are completed both inside and outdoors. This enables the facilities to be safe and potential hazards to children to be successfully minimised. A fully comprehensive range of documentation, records and policies and procedures are used to effectively underpin the pre-school.

Children are exceptionally well supervised at all times. The excellent deployment of staff ensures children are effectively supported in their learning as well as remaining safe. Children access a vast range of resources which cover all areas of learning. The high quality resources that are on offer and are effectively presentation in low level storage systems and the boxes are clearly labelled with both words and pictures. Children can also access stored resources through the use of the toy catalogue. The learning environment as a whole is laid out exceptionally well to encourage independence and self choice therefore developing skills for the future.

All of the staff have worked in the pre-school for many years, which provides stability for children and their families. They work collaboratively with parents, carers and other professionals, to successfully support children with special educational needs and/or disabilities. Staff engage well with parents and carers, and regular newsletters inform parents of topics and how they can get involved in their children's learning. Parents and carers express positive comments about the pre-school, particularly about the friendly and supportive staff team. They have successfully created links with other early years setting that children attend which provides as consistent and cohesive approach.

The pre-school provides an inclusive environment, where children are valued as individuals. Through activities, outings and discussions, children learn about the diverse world in which they live. The pre-school makes good use of the local authority for developing their provision, for example, they are currently undertaking the West Sussex County Councils Acquire scheme. They also use the Ofsted self-evaluation form as a tool to evaluate the overall quality of the pre-school. The staffing team have a clear vision and intense focus on the development of the pre-school, which in turn provides purposeful improvements contributing to positive outcomes for children.

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

Children arrive excited and eager to experience the wide range of activities set out for them and they happily separate from their parents as their self-confidence grows. Staff are on hand to help, guide and ask appropriate questions to help children work things out for themselves. For example, they are asked to predict what happens when they heat the modelling dough and when a child points out his

current age he is asked how old he will be at his next birthday. Children use various electronic resources, such as a digital camera and a laptop, to support their understanding of technology.

Through good role modelling and enthusiastic praise, children's self-esteem is optimised and they are very proud to be chosen to stick the correct words and numbers on the calendar. A love of books is promoted well, with a wide range of different titles to choose from and a comfy book corner to relax in. Children's communication skills develop well because staff engage them in conversations about their play and listen intently and value their responses. Various mark-making opportunities encourage children's early writing skills, such as painting pictures or making patterns in the flour with their fingers.

Children have a very clear understanding of safety procedures and why these are needed. For example, they practise evacuation procedures regularly and know how to use a range of tools with great care. All children demonstrate that they feel safe and show an exceptionally strong sense of belonging. They can play on their own or in small groups with their friends and play harmoniously together. Behaviour is very good because children are always busy and interested in everything that is going on and they know the safety rules such as not running and also why this is necessary.

Children can use every part of the centre and access the outside play area in all-weather conditions, which thoroughly promotes physical development and healthy lifestyles. Healthy eating policies are followed and children enjoy snacks of fresh fruit and vegetables during each play session. Children freely access a water cooler throughout the session, however, the organisation of snack time does not fully enhance children's independence as snack is ready prepared. Good hygiene procedures are encouraged and children are able to wash their hands at appropriate times.

Activities are planned week to week to meet the needs of individual children. They follow themes based on the children's interests and abilities and provide sufficient challenge to progress their development. A rigorous system of observation and assessment means that staff can plan specifically for the needs of each individual child. This enables staff to target particular activities more effectively. All areas of learning are covered well during the week and children participate in a good range of activities which excite their interest and challenge their ability. They enjoy measuring and counting the ingredients when making their own play dough and use tools, such as scissors. Through exceptional support and guidance from staff, they are well equipped for the future. All children are included in all games and activities and each individual is made to feel special and valued.

## 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	1
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

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	1
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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