

# Jack and Jill Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	152560
<b>Inspection date</b>	14/05/2012
<b>Inspector</b>	Hayley Marshall
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<b>Email</b>	
<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 opened in the current premises in 1986. It operates from a large main room, smaller room and enclosed garden area in the Free Methodist Church Hall in the town of Beaconsfield, in Buckinghamshire.

The pre-school is open from 9am until 12 noon from Monday to Friday and from 12 noon until 3pm on Monday and Wednesday. A lunch club is available from 12 noon until 1pm on a Tuesday, Thursday and Friday. It is open term time only. Children may attend for a variety of different sessions.

The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 51 children on roll in the early years age range. The pre-school provides free early education for children aged three and four years. It currently supports a number of children with special educational needs and/or disabilities and those who learn English as an additional language.

There are 12 members of staff, including the owner/manager, who work with the children. Of these, six hold relevant qualifications. The pre-school is a member of the Pre-school Learning Alliance.

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

Overall the quality of the provision is good.

Children are happy and really enjoy their time spent at the pre-school because adults know and meet their individual needs. As a result, children make excellent progress in their learning and development and develop excellent skills for the future. Overall, children's cultures and faiths are acknowledged and celebrated. Excellent partnerships with parents are extremely effective in helping to support children's needs. The pre-school demonstrates a good 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:

- strengthen opportunities for children and families to recognise that they are valued by sharing and celebrating a more extensive range of practices and special events.

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

Children's safety is promoted well because staff have a good understanding of child protection issues and implement effective safeguarding procedures. Well-organised vetting and induction procedures help to make sure that those who work with children are suitable to do so. Staff use effective assessments to identify any potential risks in the setting and when on outings. Children are taught to climb equipment safely and show a good understanding of how to keep themselves safe.

The manager has high expectations for securing improvement in the pre-school and communicates this well to the staff team. Turnover of staff is low and morale amongst the team is good. The pre-school identifies areas where they would like to bring about improvement, such as protecting the outdoor area from vandalism. Self-evaluation is accurate in diagnosing strengths and weaknesses. Staff review and update their self-evaluation, ensuring monitoring is thorough and helps to sustain good improvements for the future.

The pre-school is bright and welcoming for children. Staff use resources well to support children's learning and development. For example, children watch chickens hatch from eggs and grow their own flowers and plants in the outdoor area. They grow vegetables on an allotment and engage in their community by buying food from the local French market. They then take this back to pre-school to eat at snack time.

The pre-school is effective in supporting children's individual needs. Staff find out about children's backgrounds and make them feel included by learning key words in their home language. The pre-school celebrates various festivals and celebrations but does not always acknowledge all occasions that are special for some children and families. Children enjoy a range of resources that reflect the diverse society in which they live, such as books and dolls. Staff identify children's need for additional support early and work with a variety of other professionals, such as physiotherapists and educational psychologists. These well-established partnerships make a good contribution to children's achievement and well-being. The pre-school communicates well with other providers who care for children. This promotes a shared approach to children's care and learning. Attendance at regular link meetings helps the staff to effectively support children as they make the transition to school.

Partnerships with parents are exceptional. Parents play a very active role in the pre-school. They fundraise and support the pre-school's activities and both parents and children join staff at the allotment in their free time, further strengthening this relationship. Communication via children's learning records, questionnaires, newsletters and emails helps all parents to be fully included in their children's learning and to have their views heard. Parents are extremely happy with the care their children receive and feel that staff are 'attentive and loving towards the children'. This helps them to feel confident in the care their children receive.

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

Children benefit from a calm and productive environment and are inquisitive and excited by their learning. Staff give them excellent choices about what they do. This helps children to feel important and valued. Children eagerly undertake small tasks, such as watering seed pots in the rain and making play dough. This helps to build a very strong sense of responsibility and independence. Excellent planning takes account of children's individual learning needs and different learning styles. For example, it identifies areas where more physically active children can engage in robust play separated from the rest of the hall where they might disturb others. Younger children have rich opportunities to learn through outings and hands-on experiences. Staff support older children to increase their understanding through careful questioning. All of which helps children to thrive and make significant gains in their learning.

Children develop exceptionally good skills for their future learning. They delight in their ability to programme computers and produce electronic sounds. Staff provide inspiring opportunities for children to gain an understanding of time and counting. Children colour an egg chart each day, counting down to the hatching of much anticipated baby chickens. They practise early writing skills because staff give them excellent guidance and support. They learn the letters of the alphabet by linking letters to their interests, such as superheroes and the wildlife found in the garden. Children work extremely well independently but also seek each other out to enjoy experiences.

Children show a strong sense of belonging and appear happy and content. When children are unsettled, staff act quickly to comfort and reassure them. Children show concern and offer comfort to each other if they feel they need it. This helps to build their self-esteem and relationships with staff and their peers. Children's behaviour is good because they know and understand the rules and expectations. When waiting for their turn on the trampoline, children count bounces and cheer until it is their turn.

Children have an outstanding understanding of the benefits of a healthy lifestyle. They understand the importance of good personal hygiene because staff provide excellent opportunities for them to manage their own needs, such as providing tissues and a bin for children to dispose of them. Children make healthy choices about what they eat because staff give parents information about healthy lunch boxes and children grow their own vegetables. Abundant opportunities help children to develop their large muscles. They engage in organised fitness classes and play on climbing frames and large equipment indoors and outdoors. This helps them to understand the importance of exercise as part of a healthy lifestyle. Older children use the toilet and wash their hands confidently and independently. Children who wear nappies are encouraged to tell staff when they want to be changed, helping them to understand about hygiene routines.

Staff encourage children to take small, managed risks, such as using scissors and working with staff in the kitchen. Therefore, they gain a good awareness of how to

manage safety for themselves. They learn about road safety because they go on well-organised outings where they get to practise safe crossing. Children play safely and with good consideration for others by picking up things they have dropped onto the floor and tucking chairs into the table. As a result, children feel safe when they are at pre-school.

## 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	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	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>	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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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