

Jack & Jill Pre-School

Christchurch Banstead, 150 High Street, BANSTEAD, Surrey, SM7 2NZ

Inspection date	03/06/2014
Previous inspection date	26/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children take part in an exciting, broad range of activities and experiences both indoors and outdoors. They make good progress in their learning in relation to their age, starting points and capabilities.
- Children show good levels of confidence and independence and are motivated to learn.
- Staff are skilled and proactive in using open-ended questioning to promote and extend children's thinking, language and learning.
- Staff work closely with parents. They use effective systems for communication that ensure that parents are well informed about the setting.
- The leadership and management of the setting is strong. The manager and staff have a clear vision of the strong practice they are promoting and all members of staff are involved to provide consistency. There are consistent practices in place to monitor and ensure that children are able to progress well.

It is not yet outstanding because

- Current facilities for hand washing do not fully reduce the risk of cross infection.
- Children have some opportunities to learn about aspects of the wider world, but the opportunity to learn about local communities is not fully embedded in the daily curriculum.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all rooms, spoke to the staff, observed staff in their roles, and viewed the outdoor area play areas.
- The inspector spoke to a number of staff to explore their knowledge of the setting policies and procedures, and their role as a key worker.
- The inspector met with a sample of parents to gather their views about the service they and their child receive.
- The inspector observed play resources accessible to children, and systems used for self-evaluation.
- The inspector offered to complete joint observations with the manager.

Inspector

Patricia Edward

Full report

Information about the setting

Jack and Jill Pre-School is a Christian group that opened in 1972. It operates from Christchurch Banstead in Surrey. The group has use of the main hall, a kitchen, toilets and outdoor play facilities. Children can also use the main church hall for specific activities. Children attending are mainly from the local area, and the group has strong links with Christchurch Banstead. The group say a prayer before eating, take part in weekly children's worship services, listen to Bible stories and pray daily. The group is registered on the Early Years Register and both parts of the Childcare Register. There are currently 37 children on roll; the pre-school accepts children from two years to five years. The setting is in receipt of funding for the provision of free early education to children aged two, three and four. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Opening hours are 09:30 to 12:30 and 12:30 to 15:00 Monday to Friday, during term time only. Four members of staff have recognised early years qualifications and the manager holds Early Years Professional status. There are also four helpers who work in the pre-school on various days during the week. Ongoing training is accessed through the local authority. The setting receives support from the local authority. Jack and Jill Pre-school are accredited through the Surrey Quality Assurance scheme.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children's further understanding of differences in the wider world, for example by accessing resources reflecting various cultures and acknowledging a wider range and variety of cultural festivals and stories about diverse experiences

- improve facilities for hand washing before snacks and meal times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff team have a secure understanding of the learning and development requirements. They make effective use of their knowledge to ensure all children make good progress in their development. The quality of staff teaching is consistently good. They plan and organise an effective balance of child-initiated and adult-led activities. Staff have an excellent understanding of how young children learn and help all children, including those learning English as an additional language and with emerging special education needs and/or disabilities, to make good progress based upon their own individual starting points and capabilities. Staff establish starting points for all children on

entry to the pre-school. They undertake regular observations that are used effectively to plan next steps which inform planning. All of which ensures children are effectively stretched and challenged. Staff work closely with parents to inform them of their children's development and next steps. This enables parents to extend and support their children's learning at home. Progress checks are completed for children aged between two and three years old and written summaries are provided for parents. Staff provide a stimulating environment that is well resourced both indoors and outdoors. It provides lots of opportunities for children, particularly the older ones, to investigate and experience things and to 'have a go' through active play across all the areas of learning.

The organisation of staff ensures they are strategically placed at activities to support children's learning. They interact well with the children by using varied questioning techniques to help children's language and thinking. For example, during adult focused activity staff ask 'what kind of things go in our houses?', while playing with wooden bricks and furniture. In this way children are prompted to talk about the furniture in their homes such as sofas and beds and the family members that live in their homes. It encourages children to think and to use descriptive language. Staff are proactive in encouraging all children to use their communication and language skills more and more as they progress through the Pre-school. This is done effortlessly through numerous methods including circle time discussions and 'silly soup sessions', all of which help to make children aware of rhyme and alliteration. Children are developing a love of books and have access to a comfortable, well resourced book corner. Their interest in books is further promoted through rhyme and a book of the week. All of this encourages children to become confident communicators in readiness for the next stage in learning.

Staff make good use of daily activities and routines to develop children's understanding of number. Older children while playing football in the garden, were encouraged by staff to access chalk to write the number of goals they had scored. Staff successfully support children's skills in using programmable equipment. Older children access bebots and other programmable equipment to develop knowledge and skill when using technology. Children are also learning about the natural world through the well resourced and organised free flow environment. For example, while in the outdoor area children find some snails and the staff member on hand helps children create a snail race. However, children have fewer opportunities to develop knowledge of people and communities through regular access to activities and resources that promote diversity.

The contribution of the early years provision to the well-being of children

Children are cared for in a friendly, welcoming and safe environment. The effective key person system and gradual settling-in period enables children to form secure attachments and separate from carers with ease. Staff discuss children's individual needs with their parents before they start to look after them, to obtain starting points. Parents comment that they know their child's key person, which enables them to keep abreast of their child's welfare and development. This helps the children to feel confident and secure whilst at the pre-school and provides consistency of learning and care. Children behave well when they are playing and staff remind them of the rules for good behaviour. For

example, children are calmly told not to snatch toys when playing with their peers. As a result, children play happily together and share toys. Staff frequently praise children's good behavior. Staff's positioning during activities ensures that they are well placed to show interest in what children do and say, and to respond to children's comments. All of this effectively fosters children's self-esteem. Staff complete regular and robust risk assessments of the pre-school and outings they take the children on. These help to promote children's safety, as staff identify and minimise potential hazards. Children practise regular fire drills with staff to further teach them about keeping safe. Staff are able to take appropriate action in the event of an accident, as the majority of staff hold paediatric first aid qualifications. The free flow arrangement encourages children to learn about a healthy lifestyle through daily access to the garden area. They also participate in regular outings in the local community.

At snack and lunchtimes staff sit with the children at the table. They encourage table manners and for children to be independent when eating. For example, children pour their own drinks and spread and cut their own bread. This effectively enhances their growing independence. The pre-school provides a variety of healthy snacks which include breadsticks, fresh and dried fruit. Staff work closely with parents whose children stay for lunch club, to encourage them to provide healthy lunch box contents. Mealtimes are sociable occasions when children chat with friends. Children's understanding of healthy eating is well promoted through cooking activities where they have made bread and fruit kebabs. They also have access to role play food which includes a wide range of fresh fruit and vegetables. Staff promote hygiene procedures by encouraging children to wash their hands before eating and they access paper towels. However, current systems for hand washing using bowls of water means there is some risk of cross infection. Children of all ages learn and develop in the well-resourced pre-school. Staff organise the hall and outdoor area so that children have ample space to move around freely and can access a wide range of resources that promote all areas of learning. The hall is clean, bright and stimulating. This helps children prepare for school and supports their physical and emotional well-being.

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

The pre-school is well managed and led by a qualified and responsible manager and qualified deputy manager, who both have a secure understanding of the Early Years Foundation Stage. As a result, the safeguarding and welfare requirements and the learning and development requirements are met well. There is a good range of policies and procedures to inform parents and to guide staff in their practice. Over half the staff team have a recognised childcare qualification. This reflects the strength of the leadership and commitment to supporting continual professional development. Staff have a good knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Risk assessments are in place to enable children to play in a safe, well organised and healthy learning environment both indoors and outside.

Self-evaluation is particularly strong and well focused on achieving high quality outcomes

for children. The staff team, parents, children and local authority advisors are all involved in the process. Action plans are set and the management team monitor the success of these. There is a strong drive for effective continuous improvement. Staff recruitment procedures are rigorous and effective to make sure adults caring for children are suitable to do so. Successful induction processes are in place and all new staff are required to familiarise themselves with policies and procedures. The management improves staff performance through regular appraisals, supervision, training opportunities and team meetings. The management encourages a close staff team, who work very well together. Staff are happy and committed to their work with children and as a result children benefit from the consistent support and teaching. The pre-school have developed effective partnership with parents. Parents are very positive in their praise about the care and teaching their children receive at the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	122747
Local authority	Surrey
Inspection number	915855
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	37
Name of provider	Jack & Jill Pre-School Committee
Date of previous inspection	26/01/2011
Telephone number	01737 361313 or 07732 901546

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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