

# Jack and Jill Pre-School

Rear of Mill Lane CP School, Mill Lane, Chinnor, Oxfordshire, OX39 4RF



## Inspection date

6 May 2015

Previous inspection date

16 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The staff team is effective in assessing children's progress and identifying gaps in learning. Staff put into place very specific action plans for individuals and groups of children, reviewing these carefully to ensure that children catch up quickly.
- Staff are highly proactive in developing partnerships with parents and other settings that children attend. They put into place very successful initiatives to promote excellent levels of continuity in children's care and learning.
- Staff create a highly stimulating environment, both indoors and outdoors, on a daily basis, which excites children and challenges their learning.
- There is a very strong focus on incorporating early writing into a wide variety of activities. This approach has a very positive impact on children's early literacy development.
- Staff offer excellent settling-in procedures for new children and their families so that children are emotionally very well prepared for their pre-school sessions.
- The quality of teaching is good overall, and sometimes outstanding. As a result, children are making at least good progress in their learning.
- The manager provides very good leadership skills, overall. She is very committed to pursuing improvements that have a positive impact on individual children, groups of children, parents and the staff in her team.

### It is not yet outstanding because:

- Staff are not always successful in their organisation of whole group activities to fully capture children's interest, which sometimes results in a decline in behaviour.

## What the setting needs to do to improve further

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

- enhance the organisation of larger group activities so that children engage more effectively in the learning opportunities provided.

### Inspection activities

- The inspector observed activities indoors, in the garden and on an outing within the school grounds.
- The inspector completed a joint observation with the manager.
- The inspector talked to children, parents, key persons and other staff at appropriate points during the inspection.
- The inspector held a meeting with the manager and a representative of the committee.
- The inspector took account of a range of documentation, including children's development records, suitability and qualifications of staff, and the pre-school's self-evaluation form.

### Inspector

Gill Little

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff make excellent use of assessment procedures to ensure that all children are well prepared for school. They are very effective in building on children's interests to fill gaps in their learning. For example, some of the boys decided to dress up as superheroes and used a boat and diving equipment as part of their play. Staff encouraged them very sensitively to make maps and plans using paper and pens, successfully enhancing their literacy skills. Children show high levels of interest during their own initiated play and small group activities. They experimented with modelling dough using a wide variety of kitchen tools to help them learn about technology. Staff ask questions to challenge learning; incorporating mathematical language and using demonstration and explanation to help children make connections. However, on the day of the inspection, children did not respond as well to whole group activities, as they sometimes lost attention with the activity and became engaged in unwanted behaviour.

### **The contribution of the early years provision to the well-being of children is good**

Before children start in the pre-school, they are able to attend special settling-in sessions once a week with their parents or carers, for at least a term. This very successful initiative provides an excellent opportunity for new children and their parents to become used to the pre-school environment, routines and staff. It also enables staff to build relationships with children and their parents and begin to make assessments about individual needs. Children develop positive attitudes to healthy lifestyles as they frequently play outdoors and explore the school grounds with staff. They learn about the impact of exercise on their bodies and that healthy foods are good for them. Children show a good understanding of how to play safely, such as negotiating an obstacle course. Despite occasional lapses in behaviour, children play well together and show care and consideration for others.

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

The management team has a very good understanding of its responsibilities, and fully meets requirements. The manager carries out monthly safeguarding reviews to ensure that there is a high level of awareness of related issues. The staff team has responded well to recommendations from the last inspection. However, there are weaknesses in the organisation of whole group activities. There is a strong drive for improvement as staff carry out and evaluate action plans and innovative ideas continuously. For example, staff have been very proactive in improving partnerships with local schools to enhance continuity for children as they move into reception classes. Staff make the most of training opportunities, cascading ideas to the rest of the team and putting action plans in place to improve their practice.

## Setting details

<b>Unique reference number</b>	134310
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	841055
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Jack & Jill Pre-School Committee
<b>Date of previous inspection</b>	16 September 2011
<b>Telephone number</b>	01844 353630

Jack and Jill Pre-School opened in 1978 and re-registered in 1993. It operates from purpose-built premises within the grounds of Mill Lane School, in Chinnor, Oxfordshire. It is run by a voluntary committee. The pre-school is open on weekdays, during school term times, from 9.15am until 3.30pm, depending on demand. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs eight staff, of whom seven hold relevant qualifications. The manager has attained Early Years Professional Status.

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