

Jack and Jill Pre School

Hythe Community Centre, Brinton Lane, Southampton, Hampshire, SO45 6DU



Inspection date

7 July 2015

Previous inspection date

8 March 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Management does not have a secure understanding of the safeguarding and welfare requirements. It has not followed the correct procedure for informing Ofsted of changes to the management committee.
- Although staff take children outdoors daily, they do not make the best use of the space available to promote all areas of learning fully.
- Children do not have many opportunities to learn about the natural world and changes over time.

It has the following strengths

- Children make good progress in their learning because the quality of teaching is good. Staff know the children well and provide activities that interest them and they enjoy.
- Staff promote children's emotional well-being successfully. Children benefit from good settling-in arrangements, sensitive support and reassurance.
- Management and staff provide parents with plenty of information about the pre-school and the care and learning their children receive. Parents are fully informed about their children's progress. They have the opportunity to view and contribute to their children's records at any time.
- Management monitors children's learning and activities effectively and regularly. This enables them to identify gaps in their progress and provide extra support.
- Management and staff make good use of training to improve outcomes for children. For example, training prompted them to produce specific resources to help children understand how to behave and feel reassured.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve understanding of the procedures for informing Ofsted of new committee members to enable them to complete their suitability checks.

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

- extend opportunities for children to learn outdoors and have a broader range of experiences to develop their skills and learning further
- provide more opportunities for children to learn more about living things and how they change over time.

Inspection activities

- The inspector observed children and staff practice indoors and outdoors.
- The inspector sampled a range of documentation, including evidence of staff suitability, self-evaluation, children's records, and policies and procedures.
- The inspector completed a joint observation with the manager/nominated person and discussed the leadership and management of the pre-school.
- The inspector took account of the view of parents spoken with on the day and through questionnaires.
- The inspector had discussions with staff and children at appropriate times during the inspection.

Inspector

Marilyn Joy

Inspection findings

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

Children achieve well because staff organise indoor play areas imaginatively to promote all areas of learning. They provide many opportunities for children to develop their early literacy and mathematical skills as they play. Children learn to recognise familiar words, listen attentively to stories and practise early writing. They develop their concentration and hand-to-eye coordination when using equipment. Staff frequently encourage children to count and compare sizes as they play. They effectively extend children's play by asking questions and providing additional resources to challenge them. Children become confident speakers because staff encourage them to talk and give them time to answer. However, staff do not always make best use of outdoor space to fully promote all areas of learning. Likewise, children have opportunities to learn about the world around them. However, this does not often include how things grow and change. Nevertheless, staff prepare children well for the move to school and they successfully develop the skills they need.

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

Children arrive eagerly, greet their friends and quickly decide what they want to do. They develop good independence skills because staff encourage them to manage tasks for themselves and choose their play. Children become engrossed and concentrate because they enjoy their activities. Staff boost children's self-esteem with plenty of praise and encouragement. Staff use effective strategies to help them behave well. Older children, in particular, are very comfortable with the routines and rarely need reminders. Staff provide a safe and secure environment, and teach children about keeping themselves safe; for example, when using equipment and going for walks.

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

Although management has a good understanding of the learning and development requirements, they are not aware of the correct procedures for informing Ofsted of changes. Therefore, Ofsted are unable to complete the process for checking the suitability of committee members. However, this does not compromise children's safety because management has completed Disclosure and Barring Service checks. Additionally, staff do not leave other adults alone with the children. Management and staff have a good understanding of child protection issues and the procedures to follow to protect children from harm. Management uses staff supervision and ongoing training to support their professional development. They evaluate activities and identify specific improvements regularly to ensure staff observe and assess children's learning, and plan their progression effectively. Management has met the recommendations raised at the last inspection.

Setting details

Unique reference number	109718
Local authority	Hampshire
Inspection number	839625
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	57
Name of provider	Jack and Jill Pre School Committee
Date of previous inspection	8 March 2010
Telephone number	023 80844074

Jack and Jill Pre School registered in 1984. It is located in Hythe, Hampshire. The pre-school is registered to provide free early years education for children aged two, three and four years old. The pre-school opens five days a week during school term times. Sessions are between 8.45am and 3pm with a flexible pick up and drop off between 11:30am and 12:30pm. There are seven staff who work with the children; of these, one member of staff holds a qualification at level 5, one holds a qualification at level 4 and five hold qualifications at level 3.

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