

# Jack and Jill Pre-School Ltd.

60 Falcondale Road, BRISTOL, BS9 3JY



## Inspection date

7 August 2015

Previous inspection date

1 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The motivational management team supports staff with an extensive programme of professional development, enabling them to deliver an outstanding teaching programme for children. For example, key management staff complete action research projects to further promote practice and to inspire the highest levels of achievement for children.
- Staff's training in behaviour management and effective parent partnerships mean children benefit from a consistent approach that supports their excellent behaviour. This is because children understand the clear boundaries and staff's expectations.
- Staff work extremely well with other professionals to ensure the needs of children with differing abilities receive the support they need.
- Staff use rigorous assessment and monitoring systems to identify children's developmental and learning requirements. Staff have an excellent knowledge of how children learn and use their knowledge effectively to plan interesting learning experiences. This means children make outstanding progress.
- Staff skilfully identify and work with children's interests to promote their learning. Children are motivated and eager learners; they make excellent progress and are well prepared for their next steps in learning and school.
- Children are supported well during the settling-in process and this means they form secure emotional attachments with their key persons.
- The management team has an excellent understanding of their responsibility to ensure the provision meets the requirements of the EYFS.

## What the setting needs to do to improve further

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

- enhance opportunities for children to practise their pre-writing skills further.

### Inspection activities

- The inspector observed activities throughout the setting and outdoor play areas.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector conducted a joint observation with the deputy manager.
- The inspector took into account the views of parents and carers spoken to on the day.

### Inspector

June Robinson

## Inspection findings

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

The quality of teaching is of an exceptionally high standard. Staff have an excellent understanding of how children learn and use their knowledge very effectively to plan interesting learning experiences. Children are keen to further develop their ideas, and staff support their curiosity well. For example, during the inspection children were fascinated by hot air balloons from the nearby Balloon Fiesta. Staff pursued and extended children's thoughts by researching with them using the internet. This inspired conversation on the differing shapes, colours and sizes of the balloons they saw. Children found the answers to how the balloons were lifted from the ground. Children's communication and language skills are exceptionally well developed. They use these skills extremely effectively during complex and imaginative role play.

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

Children are supported extremely well and benefit from a sensitive settling-in process. They form secure emotional attachments with their key persons through a process which begins with home visits. This contributes superbly to children's well-being and supports their ability to form new relationships. Children confidently and independently access resources in the highly interesting environment to support their play and learning. Younger children learn to be kind and respectful to one another through skilful interventions from staff. For example, children learn the importance of using 'kind hands' from their interactions with 'Kind Charlie', the donkey puppet. Children benefit from lots of outdoor learning; they regularly take part in outdoor learning activities. This promotes their good health as they play in the fresh air.

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

The dedicated and enthusiastic staff team are passionate about their work; they are led by an inspiring management team. Managers act as excellent role models for all staff, as they display extremely strong teaching and care practices. Staff supervision and continuing professional development is highly driven from management's evaluations of practice. Safeguarding and children's safety and welfare are paramount in the setting. Staff are fully aware of their responsibilities in keeping children safe. There are very strong partnerships with parents, carers and other professionals. This means that children and their families are extremely well supported and all children are provided with an excellent foundation on which to build their future learning. Effective systems for self-evaluation show rigorous monitoring of the effectiveness of the nursery, and the management team are proactive in forging further improvements.

## Setting details

<b>Unique reference number</b>	EY390599
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	822418
<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>	48
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Jack and Jill Pre-School Ltd
<b>Date of previous inspection</b>	1 February 2010
<b>Telephone number</b>	0117 962 2888

Jack and Jill Pre-School Ltd originally opened in 1982 and re-registered in 2009 because of the move to new, purpose-built premises in Westbury-on-Trym, Bristol. Opening times are Monday to Friday from 8.00am to 5.30pm. The pre-school opens for 48 weeks per year. Of the 21 members of staff, one has early years qualifications at level 5, 10 at level 3, two at level 2. In addition, one member of staff has achieved Early Years Professional Status and one Qualified Teacher Status and one Early Years Teacher Status. The setting provides funded early education for children aged two, three and four.

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