

Jack and Jill Pre-School

All Saints Church Hall, The Causeway, Marlow, Buckinghamshire, SL7 2AA



Inspection date	10 February 2016
Previous inspection date	14 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and deputy manager work together well. They review the provision and planning and implement improvements to ensure good standards are maintained.
- Staff provide a warm and welcoming environment for children and their families. Children are enthusiastic about attending and parents appreciate the good care that staff take of their children.
- Children behave well for their age. Staff are clear and consistent about how they expect children to behave. Staff are kind and patient as children learn how to share and consider each other's needs.
- Staff plan a broad range of activities for all children. They carefully guide children's development, ask appropriate questions and demonstrate new skills. Children enjoy learning and make good progress.
- Staff listen carefully to what children have to say. They show an interest in their home lives and value their opinions. Children grow in confidence to express their views and thoughts.

It is not yet outstanding because:

- Staff do not always find out as much as they could from parents about children's skills when they first start attending. This impacts on how effectively they can begin to monitor each child's progress.
- Staff do not always organise time and resources so that children can return to activities and continue their play and learning.

What the setting needs to do to improve further

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

- involve parents more fully in establishing children's starting points to enable children's progress to be more accurately monitored
- improve the organisation of resources so that children can return to activities to extend their learning.

Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents, spoken to on the day.
- The inspector spoke with staff about their understanding of child protection, safeguarding and first aid.
- The inspector sampled documentation, including children's records, policies and staff qualifications.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

The manager understands the requirements of her role. She follows effective recruitment procedures to ensure the suitability of staff. All staff understand their responsibility to protect children and know what to do if concerned about a child's welfare. Safeguarding is effective. Staff are encouraged to gain relevant qualifications. Colleagues who attend training share their improved knowledge with each other, and the manager encourages all staff to play a part in organising further improvements, such as increasing the opportunities for outdoor learning. Staff receive feedback on their performance to further improve their teaching. The manager takes account of parents' views when planning changes to the organisation of the setting; for example, when planning more opportunities for older and younger children to play together. She reflects on the impact of these changes; recognising how older children help younger children to extend games and use new language and the positive impact this has on all children's progress.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy taking part in the well-planned activities. Older children delighted in working as a team to complete jigsaw puzzles while younger children explored different noises and sounds. Staff ensure there are plenty of opportunities for all children to develop physical skills for later writing. For example, when children are ready, staff help them begin to form recognisable letters. Staff encourage children to count and match numbers as they play. Children celebrate a range of festivals, such as Chinese New Year and Valentine's Day. Staff observe children and monitor their progress. They note when progress is less rapid and plan how to close these learning gaps; for example, how to entice more boys to draw and write. Staff keep parents well informed about children's developing skills so that they can support learning at home. Staff work effectively with other professionals to provide additional support for identified children.

Personal development, behaviour and welfare are good

Staff meet children's care needs well. They ensure all children have plenty of opportunities for physical exercise, with daily chances to play outside and regular music and movement sessions. Children help themselves to healthy snacks and enjoy the responsibility of tidying up afterwards. They learn about good hygiene practice and gently remind each other about the importance of hand washing. Children build good relationships with staff, who promote their emotional well-being effectively; children spend time in small groups with a consistent member of staff and confidently approach all staff for help if needed. Children are happy and self-assured and thoroughly enjoy their time at pre-school.

Outcomes for children are good

Children make good progress. They develop a strong set of skills in preparation for their future learning and the move to school. They learn to manage their own needs and progress well with their literacy and mathematical development.

Setting details

Unique reference number	116679
Local authority	Buckinghamshire
Inspection number	840069
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	44
Number of children on roll	48
Name of provider	Jane Langley
Date of previous inspection	14 July 2011
Telephone number	07748692721

Jack and Jill Pre-School registered in 1992 and is situated in Marlow, Buckinghamshire. It is open from 9.30am to 12.30pm, Monday to Friday, term time only. The provider receives funding to provide free early years education for children aged two, three and four years. There are 13 staff; the manager holds a relevant level 5 qualification and five other members of staff hold relevant qualifications between level 2 and level 4.

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