

Jack & Jill Pre-School

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



Inspection date

1 July 2016

Previous inspection date

7 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 pre-school is run by a well-organised, capable and effective manager. She has worked hard to address the issues raised at the last inspection. The whole team has a reflective, positive approach to the development of the pre-school.
- The staff create a very welcoming environment for children. The children enter pre-school happily and thoroughly enjoy their stay. This is because staff are kind and caring and provide plenty of reassurance when needed.
- Children benefit from a wide range of interesting activities provided by the highly skilled teaching staff. Children are keen and motivated to learn and play.
- Parents are very happy with the quality of the provision. They feel well supported by the staff, who are approachable and knowledgeable.
- Most children are making at least typical progress for their age. Individual children that need additional support are given lots of assistance to catch up. There are good links in place with specialist services to help them.

It is not yet outstanding because:

- The new members of staff are learning about the pre-school's systems. They are still developing their knowledge of the children for whom they are now responsible.
- The manager has not looked at the information she holds about groups of children in the pre-school to ensure that any gaps in outcomes are narrowing.

What the setting needs to do to improve further

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

- ensure that the new staff are confident in the systems to observe and assess children's learning and that children's starting points are identified in a timely manner
- use the information gathered about children's learning to check that all groups of children are achieving well and that any gaps in outcomes are narrowing.

Inspection activities

- The inspector met with a small number of parents and took their views into account.
- The inspector spoke to children and staff at appropriate times throughout the day.
- The inspector sampled the pre-school's documentation including staff files, the development plan, the self-evaluation report and records of children's learning.
- The inspector conducted a joint observation with the manager of the pre-school.
- The inspector held a meeting with the manager to discuss the way the pre-school is run.

Inspector

Penny Fisher, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations of herself and her team. Staff are clearly committed to the children and families in their care. They are well qualified and keen to undertake development opportunities which enhance the quality of the provision. For example, close monitoring identified a gap in the pre-school's provision of technology. Staff have recently attended relevant training and now feel more confident when teaching and assessing in this area. They have many opportunities to share their ideas and concerns at formal supervision, in team meetings and on a daily basis. Communication between the team is strong; they are good role models for the children. Safeguarding is effective. All staff give a high priority to children's safety and know what to do if they have any concerns.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. The well-planned curriculum ensures that children can play and explore across all areas of learning, both indoors and outside. The creative use of the local school playground; the beach; a local field; and the local community library and shops ensure that children have opportunities to learn outside every day. Staff take children's interests into account and skilfully adjust planned activities to allow children to lead their own play. For example, on the day of the inspection a child saw a model of a volcano when playing with the dinosaurs. His wish to repeat a previously conducted experiment with bicarbonate of soda and vinegar was immediately taken up by staff. This led to many children developing their understanding about the world while having a great deal of fun at the same time.

Personal development, behaviour and welfare are good

Staff support children's emotional well-being effectively. For example, the role-play area at pre-school is currently a 'school' to help children act out and talk about this important transition to the next stage in their learning. Staff are vigilant, ensuring all children are well supervised and included in activities. Children behave well and have good manners. When children do need reminding of the 'golden rules', staff provide consistent and clear explanations of why some behaviours are not acceptable. Children know and understand this. For example, they tell staff that they must not be too lively in the soft play area otherwise they will hurt each other and they might cry. Relationships with parents are strong and supportive. The pre-school is well-established and valued within the local community.

Outcomes for children are good

Throughout their time at pre-school children are well occupied and busy. They are confident to explore the wide range of resources and activities on offer. For example, they are intrigued by the feel and smell of real seaweed. They enjoy the rich interactions with staff and respond well to their praise and encouragement. For example, children persevere when cutting stretchy fabrics with scissors and show a real sense of pride when they achieve this. Children are learning the skills they need for school, such as changing their clothes for sports. They understand that their views are important and respected. For example, they are asked for their feedback on how to improve the pre-school further.

Setting details

Unique reference number	109718
Local authority	Hampshire
Inspection number	1037425
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	26
Number of children on roll	56
Name of registered person	Jack & Jill Pre-School Committee
Registered person unique reference number	RP906664
Date of previous inspection	7 July 2015
Telephone number	02380844074

Jack and Jill Pre-School was established 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. It 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. The manager holds a qualification at level 5 and all six staff hold qualifications at level 3.

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