

# Jack & Jill Preschool

Delmar Morgan Centre, Copthorne Bank, Copthorne, Crawley, West Sussex, RH10 3QX



## Inspection date

Previous inspection date

25 May 2017

6 May 2015

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 is very dedicated towards her role and responsibilities. The committee supports her well and values her expertise, many years of continued service and devotion towards maintaining good outcomes for children.
- Children settle well and quickly, and build attachments to their key person and the rest of the team. Children are emotionally secure and progress well in their learning.
- The committee and manager evaluate the pre-school successfully. The manager and the team have clear areas for improvement. They actively seek and include the opinions of parents, children and other professionals to develop the quality of the pre-school.
- The staff provide many exciting and enticing resources and experiences for the children in their care. Children are motivated and eagerly engage in learning.
- Partnerships with parents are strong. Staff help them to feel a large part of their children's development in different ways. For example, they provide parents with daily feedback, regular meetings and access to online profiles about their children's progress.

### It is not yet outstanding because:

- Staff do not consistently help children who prefer to learn outdoors to choose what they want to do to build on their independence, and to have regular opportunities to practise their developing writing skills.

## What the setting needs to do to improve further

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

- help children who prefer to learn outdoors to make independent choices in their play and explore their developing mark-making and early writing skills.

### Inspection activities

- The inspector spoke with children and staff during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector observed the quality of teaching and the impact this has on children's learning in the indoor and the outdoor environment.
- The inspector held a leadership meeting with the manager and the chair of the committee. She looked at relevant documentation and evidence of the suitability of staff that work directly with children.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The committee and manager ensure all staff are knowledgeable in identifying the possible signs of abuse and the reporting procedures they would follow to help protect children's welfare. The manager supports staff well and encourages them to attend regular training and meetings, which helps to keep their teaching knowledge up to date and provide children with good challenge in their learning and development. The manager completes regular observations of the staff, which they discuss together with the team to make changes that enhance their practice. As such, they are very reflective and motivated in their role as key persons to children. The team has worked hard to implement the past recommendations. For example, staff enhance young children's learning during group activities and stories.

### Quality of teaching, learning and assessment is good

Staff know children well. They observe and assess children's development to accurately plan for their future needs. Staff monitor children's progress to identify gaps in learning quickly and to offer additional support. For example, staff share information with other professionals to provide a joined-up approach to children's development to help them progress to the best of their potential. Staff teach children good mathematical skills. Children learn to count, recognise numbers, positional language and size. For example, they placed spots onto the ladybirds and had meaningful discussions with staff who skilfully extend their learning. Staff nurture children's love of books, which children access around the pre-school. Staff extend children's communication skills well, such as asking them to recall past stories and to try to predict their endings.

### Personal development, behaviour and welfare are good

Children behave well with the help of staff who consistently explain acceptable boundaries and expectations. Children develop important social skills. Staff are good role models who are kind and tolerant towards the children in their care. They help children to learn about the feelings of others and to build on their own self-esteem. Children express their needs and wants. Staff help children to develop an understanding of the differences and similarities between themselves and others. Staff encourage and share their ideas with children to manage situations, such as to find solutions to problems together.

### Outcomes for children are good

Children progress well from their initial starting points, including children who have special educational needs. Children are confident and independent. They eagerly investigate as they play. For example, they look at tadpoles and link this to their experiences and learning about life cycles in books. They are ready for the next stages of their learning or their move on to school.

## Setting details

<b>Unique reference number</b>	113541
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1089113
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Jack & Jill Pre-School
<b>Registered person unique reference number</b>	RP905073
<b>Date of previous inspection</b>	6 May 2015
<b>Telephone number</b>	07816 033628

Jack & Jill Pre-school registered in 1992. It is run by a committee and located in the village of Copthorne, West Sussex. The pre-school is open on weekdays from 9am until 1pm on Mondays and Thursdays, 9am until 12pm on Tuesdays and Fridays, and on Wednesdays from 9am until 3pm, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff. Of these, one holds a childcare qualification at level 4 and three hold a childcare qualification at level 3.

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