

Jack & Jill Preschool

Littlehaven Infant School, Hawkesbourne Road, Horsham, West Sussex, RH12 4EH



Inspection date

7 December 2017

Previous inspection date

20 April 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

- Staff develop a strong understanding of their key children. They carefully monitor children's progress to ensure they meet children's developmental needs effectively.
- Staff work well with parents to enable their involvement in children's learning. They support parents very well to help them in their roles and to ensure continuity in care.
- Children make good progress from their starting points. Where children do not make typical progress, staff seek support from other professionals and adapt the provision to meet the children's differing needs. Additional funding to support some children is used effectively and benefits their development.
- Staff strongly support children's health and well-being. For example, they offer children activities that teach them about healthy foods. They also work closely with parents to guide them on healthy practices, including nutrition and portion sizes.
- The manager monitors children's progress closely. She notices any differences in the rate of progress made by different groups of children and makes changes to ensure all children have equal opportunities.

It is not yet outstanding because:

- Staff do not always identify how to best meet the developmental needs of individual children who are not in their key-person groups.
- Staff sometimes miss opportunities for learning when carrying out parts of the daily routine.

What the setting needs to do to improve further

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

- develop further the systems for planning to ensure that the individual needs of children are clear to all staff
- enhance the ways in which all parts of the daily routine are used to extend learning.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The staff and manager understand how to identify when a child's welfare is at risk. They are confident in their knowledge of the action to take in the event of such a concern. There is a strong focus on keeping children safe throughout all aspects of the provision. The manager follows robust procedures to identify where changes can be made to improve the outcomes for children. These include careful evaluations through which she considers the views of parents, staff and children. The manager uses thorough performance management techniques to assess the effectiveness of teaching strategies. She supports staff well in their professional development and offers guidance and training for staff to raise the quality of teaching even further. For example, staff have made story times more active and exciting following her advice. The manager supports staff to gain further qualifications to help them improve their understanding of early years education.

Quality of teaching, learning and assessment is good

Staff consistently allow children time to make their own discoveries and form thoughts before extending their learning. For example, when children explore ice, staff help them to think about the changes that take place and introduce language connected with shape and size. Staff engage in children's self-led play with skill and enthusiasm. For instance, they join in as children march and chant made-up words. Children are supported well to learn about the sounds and rhythm in language. Staff pay high regard to making sure children develop the skills they need for later learning, at a level which suits their ages and abilities. Children learn about and accept differences that exist between people.

Personal development, behaviour and welfare are good

Children settle quickly when they start and form strong bonds with the staff. Everyone chats and plays together happily. Children are confident and independent. For example, they continually choose and engage in activities by themselves. Staff support children well to feel emotionally ready for moves to other settings, such as school. For instance, they offer children frequent opportunities to experience school environments and mix with older children. Staff strongly promote positive behaviour. They act as good role models and encourage the development of social skills. Children engage in taking turns when they play and work together during activities without adult encouragement.

Outcomes for children are good

Children focus intently on their play and continually display wonder at the discoveries they make. For example, when children role play being police officers they search for clues and find wet footprints, which they explore. Children demonstrate lots of mathematical thinking. They show strong number skills and order and name numerals as they turn magnetic numbers into rockets taking off. Children show early writing skills as they make marks in a range of materials, including sand, and draw around their hands on the whiteboard. Children have many opportunities to develop early reading skills. For example, they discuss with staff the words they see in the environment and on resources.

Setting details

Unique reference number	EY393983
Local authority	West Sussex
Inspection number	1093897
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	34
Number of children on roll	73
Name of registered person	Jack & Jill Playgroup Committee
Registered person unique reference number	RP904976
Date of previous inspection	20 April 2015
Telephone number	07798 726 391

Jack and Jill Preschool was established in 1994 and registered at the current premises in 2009. The pre-school is open from 7.30am to 6pm from Monday to Friday, in term time only. It offers school holiday spaces in a different setting. The pre-school also offers care for children aged up to seven years, out of school hours. There are seven members of staff, four of whom hold appropriate early years qualifications to a minimum of level 3. The pre-school receives early years educational funding for two-, three- and four-year-old children.

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