

Jack and Jill Preschool

Christchurch Banstead, 150 High Street, Banstead, Surrey, SM7 2NZ



Inspection date

12 December 2017

Previous inspection date

3 June 2014

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 effectively support children's communication and language development. For instance, children begin to identify letters and sounds in preparation for their future learning and school.
- The manager and staff track children's progress effectively. They identify gaps in learning and work with parents and other professionals to implement a development plan. All children, including those who have additional needs, make good progress.
- Children learn to be independent and staff encourage them to choose their own resources and become motivated learners.
- Staff support children's emotional well-being effectively. They develop secure attachments to the children, offering cuddles and reassurance. Staff praise children and build on their developing self-esteem well.
- Children learn skills that will help them in the future, through enjoyable everyday activities. For example, they develop their early writing skills as they use coloured chalks to draw patterns in the snow.
- The manager and staff have effective relationships with parents. For example, they share activities with parents, to help them support their children's learning at home.

It is not yet outstanding because:

- The manager and staff do not consistently build on ways to enhance partnerships with other settings that children attend, to fully support continuity in their learning.
- At times, the manager and staff do not use challenging questions to extend older children's learning and thinking skills, to help improve their progress even further.

What the setting needs to do to improve further

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

- develop further relationships with other settings that children attend, to support consistency in their learning
- build on the use of challenging questions, to help older children begin to solve problems themselves.

Inspection activities

- The inspector viewed the premises and sampled some documentation.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager, and carried out a joint observation of an activity with the manager.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff have good safeguarding knowledge. They know how to keep children safe from harm and whom to contact if they have a concern about a child's welfare. Safeguarding is effective. The manager monitors and supervises staff effectively. She identifies any training needs, to help improve their practice and teaching skills. For example, after attending training staff are better able to support children's speech and language development through song and rhymes. The manager keeps staff up to date with any legislative or practice changes. She frequently considers the views of staff, children and parents when evaluating and developing the setting. For instance, staff worked together to improve the outdoor area, to better support those children who learn best outside. Since the last inspection, the manager has supported children's further understanding of differences in the wider world. For example, by accessing resources reflecting different cultures.

Quality of teaching, learning and assessment is good

Staff help children to recognise, and become familiar with, the daily routine. For example, children identify their written name and stick their name card onto the registration board when they arrive. The manager and staff encourage children's mathematical development well. For example, younger children recognise colours and begin to count and older children learn to identify a simple key, while colouring by numbers. Staff extend children's knowledge further, as they describe how putting two triangles together creates a diamond. Children learn about the world around them. For example, they understand where different animals come from through hands-on experiences, such as visits from Zoo Lab. They have opportunities to handle chameleons, snakes and other animals. Staff plan enjoyable and exciting activities, such as exploring toy animals from the Arctic frozen in water.

Personal development, behaviour and welfare are good

Children learn to manage and minimise risk well. For example, older children tell younger children not to run on the ice. Staff discuss with children the dangers of eating whole grapes, as they may be a choking hazard. Children learn how to cut fruit safely using a serrated knife. Staff teach children about rules and democracy. For example, children vote for their favourite story. Staff are good role models and children's behaviour is good. Staff teach children about healthy eating options and the effect food has on our bodies. They discuss the importance of dental hygiene and explain how to brush teeth properly.

Outcomes for children are good

Children learn to be tolerant of others and their beliefs. They share, take turns and are respectful to one another. They develop good social skills through a range of interesting experiences. For example, staff and children have visits from the local fire station, enjoy trips on the local buses and visit the local theatre. Children's physical skills develop well, for instance, as they play on the equipment and learn to balance as they ride bicycles.

Setting details

Unique reference number	122747
Local authority	Surrey
Inspection number	1068440
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 - 4
Total number of places	26
Number of children on roll	33
Name of registered person	Jack and Jill Preschool Committee
Registered person unique reference number	RP910883
Date of previous inspection	3 June 2014
Telephone number	07732901546

Jack and Jill Preschool registered in 1972. It operates from Christchurch, in Banstead, Surrey. The nursery is open each weekday from 9.30am to 3.30pm, during term time. The nursery receives free education funding for children aged two, three and four years. The nursery employs nine staff. The manager holds early years professional status and six staff hold an appropriate early years qualification.

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