

# Jack & Jill Preschool

Shelford Road, Portsmouth, Hampshire, PO4 8NU



<b>Inspection date</b>	17 April 2018
Previous inspection date	11 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The registered provider has not shared information with Ofsted, as required, about changes to the pre-school committee. The provider has not allowed Ofsted to carry out the necessary applicant background checks.
- There are weaknesses in the key-person system and some staff have not built secure relationships with parents. They do not regularly communicate about changes in children's lives. Some children do not form secure attachments and they take longer to settle. Staff do not consistently encourage parents to be involved in children's learning.
- The manager has not fully reflected on all aspects of the provision and made improvements to raise standards.

### It has the following strengths

- Staff are good role models. They help children learn how they can keep themselves safe and they give them clear instructions. Children carefully pass tools to their friends and they check the area at the bottom of the ramp is clear before they cycle down it.
- Staff have created an exciting play environment and children enjoy exploring their surroundings. Children experiment with creative resources, such as when they mix their own paints. They are excited to show staff the colours they have created.
- Children are inquisitive. Staff extend children's knowledge well and they ask interesting questions. Children make good progress from the time they start pre-school.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ develop an understanding of the requirement to ensure that any necessary paperwork is completed to enable Ofsted to carry out suitability checks on all members of the pre-school committee</li> </ul>	17/06/2018
<ul style="list-style-type: none"> <li>■ improve the key-person system to allow staff to build strong relationships with parents so they share all information about children's care needs, and so staff support children to settle quickly and become familiar with the pre-school.</li> </ul>	17/06/2018

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

- develop systems to share details of children's learning with parents so that parents are able to continue teaching children at home
- strengthen systems of self-evaluation to raise the quality of the provision and to identify any breaches in requirement.

### Inspection activities

- The inspector spoke to parents to understand how staff involve them in children's learning.
- The inspector jointly observed an adult-led activity with the manager. They discussed the activity and talked about how it could be improved next time.
- The inspector spoke to staff about their knowledge of the safeguarding policies and procedures.
- The inspector viewed observations of learning and spoke to staff about the progress children are making.
- The inspector held a meeting with the manager to discuss the support and training offered to staff.

### Inspector

Julie Bruce

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider was advised by Ofsted that all committee members are required to complete appropriate suitability paperwork. The provider did not follow this advice and has not supplied Ofsted with details of the people overseeing the management of the pre-school. The provider has carried out some suitability checks. For instance, committee members have undertaken Disclosure and Barring Service (DBS) checks. Committee members do not have contact with children. Safeguarding is effective. Staff regularly refresh their knowledge of safeguarding. Recently, staff enhanced their knowledge of the government's 'Prevent' duty guidance. Staff are confident they know how to respond if they suspect that a child is vulnerable to extreme views. The manager has not rigorously evaluated practice. For example, she did not notice that the methods staff use to share details of learning are not meeting the needs of all parents. Staff communicate well with other professionals, such as health practitioners and children's social care, to support children and families. The management team is supporting some staff to complete childcare qualifications, and experienced staff support newer staff to improve their skills.

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

Teaching across the pre-school is consistently strong. For example, staff teach children about the life cycle of the frog. Young children are enthralled as they comment on the movement of tadpoles. Older children ask interesting questions about their habitat. Children push themselves up from the ground as they pretend to be lively frogs. Staff support children to develop their understanding of the world. For example, they explain how people help them in their local community and children queue up to visit the mechanic. Staff encourage children to use mathematical skills and they count out change to pretend to pay for fuel in role play. The assessments staff carry out are precise. They accurately reflect the good levels of progress children are making.

### **Personal development, behaviour and welfare require improvement**

The key-person role has not been fully explained to parents and some staff have not established strong links with parents. Some children form close bonds with their key person, but others are less settled and they do not form such secure links. However, children happily contribute to the daily routine. For example, they develop a sense of responsibility and enthusiastically help with the tidying up. Staff offer children effective support to resolve their own disagreements and children behave well at all times.

### **Outcomes for children are good**

Children proficiently use scissors and they carefully cut around shapes. Older children collaborate with younger friends as they use their physical strength to push the roundabout. All children are well prepared for school, and those for whom the setting is in receipt of additional funding make similar progress to their peers. Children develop high levels of confidence, such as when they stand and sing nursery rhymes to friends.

## Setting details

<b>Unique reference number</b>	143485
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1127152
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Jack & Jill (Milton) Preschool Committee
<b>Registered person unique reference number</b>	RP522819
<b>Date of previous inspection</b>	11 December 2015
<b>Telephone number</b>	02392830040

Jack and Jill Preschool registered in 1986 and operates from the site of Meon Infant and Junior School in Milton, Hampshire. The pre-school is open each day, during term time only, from 8.45am until 3.30pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs nine members of staff. One member of staff holds a qualification at level 6 and another five members of staff have relevant qualifications at level 3.

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