

Jack and Jill Pre-School

Methodist Church Hall, Shepherds Lane, Beaconsfield, Buckinghamshire, HP9 2DU



Inspection date

2 May 2018

Previous inspection date

15 May 2017

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

- All children, including those who have special educational needs (SEN) and/or disabilities and those receiving funding, enjoy their learning. They make good progress. Staff make observations and know the children well. They gather important information from parents to help plan effectively for children's individual development.
- Children behave well. They develop secure relationships with staff, promoting their emotional well-being effectively.
- The management team and staff are ambitious and drive continual improvement. They accurately identify priorities for future development to support good outcomes for all children. For example, they have reviewed the environment to help children settle quickly when they arrive at pre-school.

It is not yet outstanding because:

- Although managers track the progress of individual children well, they do not use information fully to monitor the progress made by various groups of children to help them evaluate the effectiveness of learning overall.
- Staff do not maximise opportunities for children to engage in and explore a range of technology in their chosen play.

What the setting needs to do to improve further

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

- build on the effective monitoring and assessment processes to focus more on how groups of children are progressing
- increase opportunities for children to use and explore technology in their chosen play.

Inspection activities

- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector had a tour of the premises, observed the children taking part in activities and evaluated the impact on their learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff at convenient times during the inspection.

Inspector

Claire Boparai

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures staff recognise the importance of providing a safe and secure environment for children. Staff understand their duty to help prevent children from being drawn into situations which may put them at significant risk of harm. Recruitment and vetting procedures are robust. Managers complete rigorous and ongoing checks to help make sure staff are suitable to care for children. Staff benefit from regular support from the management team. They discuss their professional development needs and are learning to reflect upon their practice. Staff attend regular training opportunities, which help them implement positive changes to practice. For example, staff used the knowledge and ideas gained from training to provide children with more opportunities to practise their emerging mathematical skills in their play.

Quality of teaching, learning and assessment is good

Staff provide a wide range of activities that children are eager and confident to explore. Children are enthusiastic to play and learn indoors and outdoors. Staff observe, assess and identify gaps in children's learning successfully. They share children's learning effectively with parents and staff at other settings children attend. In addition, they obtain support from other agencies. This helps to close gaps quickly and promotes a consistent approach in children's care and learning. Staff skilfully encourage motivated children to use their mathematical skills to discuss, measure and estimate the collected rainwater outside. Children excitably join in with activities supported by enthusiastic and motivated staff. For example, staff support children's explorations well as they solve problems, such as how to create butterflies with different materials. Children enjoy measuring their height to see who is taller.

Personal development, behaviour and welfare are good

Children show they feel safe and secure as they engage with visitors to the pre-school. They have lots of opportunities to play outdoors in the fresh air. Children develop their physical skills, for example, they enjoy jumping in puddles. Children develop good independence overall. For instance, they confidently make choices about their play. Staff help children learn to value each other's similarities and differences. For example, children learn about each other's festivals and talk about how their parents come in and speak about how they celebrate at home.

Outcomes for children are good

The children are calm and well behaved. They play well with and alongside each other. Children acquire appropriate skills that prepare them well for the next stage in their learning, including going to school. They concentrate, listen and follow instructions well. Children are keen to use their imaginations. For example, they pretend to make a home for an orangutan.

Setting details

Unique reference number	152560
Local authority	Buckinghamshire
Inspection number	1099411
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 - 4
Total number of places	30
Number of children on roll	42
Name of registered person	Celia Louise Harding
Registered person unique reference number	RP906732
Date of previous inspection	15 May 2017
Telephone number	01494 681321

Jack and Jill Pre-School registered in 1997. It is open from 9am to 3pm on Monday and Wednesday and from 9am to 1pm on Tuesday, Thursday and Friday, during term time only. The provider is in receipt of funding to provide free early years education to children aged two, three and four years. They employ eight members of staff. Of these, six hold relevant qualifications at level 2 or above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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