

Jack And Jill Preschool

Silver End Village Hall, Broadway, Witham CM8 3RQ



Inspection date	20 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Children are happy, confident and secure because staff build positive relationships with them. This helps children to settle well at the pre-school and to develop secure bonds with the adults caring for them.
- Staff develop very effective partnerships with a wide range of professionals. This sustains a consistent and joined-up approach for children's learning. Children who have special educational needs and/or disabilities make very good progress in their learning and development.
- Staff establish strong and trusting partnerships with parents. They work closely with parents to support children's individual care, development and learning needs. Outcomes for children are good.
- Staff are positive role models. Children behave very well, they learn to take turns and cooperate during activities.
- The manager includes the views of children, staff, other professionals and parents when evaluating practice to continue to make improvements that benefit children.

It is not yet outstanding because:

- Professional development is not precisely focused to offer all staff the opportunity to develop their skills to the highest standard.
- At times, activities are not sufficiently well organised to sustain the attention of the youngest children consistently.

What the setting needs to do to improve further

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

- ensure all younger children are fully engaged during activities, taking into account their age, interest and level of understanding
- strengthen the arrangements for professional development to support all staff to raise their practice to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector took account of the views of parents through discussion and reading the written feedback provided.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff access regular safeguarding training. As a result, staff understand their statutory responsibilities and know the process to follow if they have any safeguarding concerns. There is a robust recruitment and induction process in place to ensure that all staff are suitable to fulfil their role. This contributes to keeping children safe. Staff are well supported by the manager who provides calm and purposeful leadership to the team. Staff complete regular risk assessments to ensure that all resources and areas used by children are suitable and safe for them to use.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of how children learn and develop. They provide a good balance of planned and child-initiated play. Staff observe children at play. This helps them to identify what children already know, what they can do and what they need to learn next. Staff use their good teaching skills and give children time to explore and solve problems. Children delight as they mix ingredients together to make play dough. They know that the flour will make the dough 'less sticky'. Children's mathematical development is well supported. Children have lots of opportunities to count, sort and match. For example, staff model how to count how many children are at the pre-school. Children have opportunities to develop their emerging literacy skills. For example, they enthusiastically use paintbrushes to make marks on the walls. Staff sit with children and read stories to them. Children enjoy turning the pages and talking about what is happening. This helps to encourage children's love of books and reading.

Personal development, behaviour and welfare are good

Staff are friendly, approachable and settle children well. Children play happily and are comfortable and confident in their environment. The key-person system is implemented very well. Each child has a named adult who takes responsibility for their care and learning needs. Children are able to follow routines well. They know about handwashing before meals. Snacks are nutritious, and children enjoy this social time when they can sit and chat with staff and friends. Children enjoy fresh air and exercise, as they go outside on a regular basis. Staff promote good hygiene routines, such as washing their hands before meals or after using the toilet. This helps to promote their physical health and well-being effectively.

Outcomes for children are good

Children gain the skills they need for future learning and starting school. They take part in activities with enthusiasm and enjoy learning. Children gain good independence, for example, they find their own belongings and tidy away the toys they have used. All children, including those who have special educational needs and/or disabilities, are making good progress in their learning.

Setting details

Unique reference number	EY501119
Local authority	Essex
Inspection number	10076673
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	35
Name of registered person	Palmer, Julie
Registered person unique reference number	RP901230
Date of previous inspection	Not applicable
Telephone number	01376 584127

Jack And Jill Preschool registered in 2016. The pre-school employs eight members of childcare staff. Of these, four staff hold an appropriate early years qualification at level 3. The manager holds a qualification at level 6. The pre-school opens from Monday to Friday during school term times. Sessions are from 9.15am until 2.15pm.

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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