

Jack & Jill Pre-School

Hythe Community Centre, Brinton Lane, Southampton, Hampshire SO45 6DU



Inspection date	16 November 2018
Previous inspection date	1 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager and staff regularly reflect on the provision to identify improvements. They work closely together and support each other to improve outcomes for children.
- Staff regularly observe children as they play. They use this information to plan activities that overall take account of children's individual developmental needs, preferences and interests. All children make good progress from their starting points.
- Children play in a welcoming environment. They build close friendships with their peers and form strong attachments with staff.
- Children play in a safe and secure environment. Staff complete daily risk assessments and take appropriate action to identify and minimise potential hazards.
- Staff work closely with other professionals and staff at early year settings where children also attend. This helps to ensure that children benefit from a consistent approach in their care and learning experiences.

It is not yet outstanding because:

- Staff do not use all opportunities to challenge children's early writing skills as they play.
- Staff do not make the most of opportunities to consistently challenge and extend children's learning to the highest levels.

What the setting needs to do to improve further

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

- increase the variety of opportunities that children have to explore and develop their early writing skills
- make the most of opportunities to consistently challenge and extend children's learning to the highest levels.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff implement rigorous procedures to keep children safe. They complete regular child protection training and are confident about the procedures to follow if they have any concerns about a child's welfare. The staff team are motivated to continue with their professional development. The manager closely monitors their practice and gives them clear guidance and targets to achieve so that they continue to improve learning outcomes for children. The manager tracks the progress of individual children and different groups well. This enables her to identify any gaps in learning and to provide good support for children to catch up quickly. The manager uses additional funding effectively, to help ensure all children make good progress in their development. Staff listen to the views of parents and encourage them to give their thoughts and opinions about the setting. Parents state that their children enjoy attending and have increased their confidence and social skills since they started.

Quality of teaching, learning and assessment is good

Children are imaginative and develop their own ideas for play. They enjoy being creative, such as making pancakes in the role play kitchen. Staff promote children's understanding of the world effectively. For example, children show a keen interest in nature. They hunt for bugs and talk about the effect the seasons have on the leaves. Children are fascinated when they find a worm and eagerly observe how it moves across the ground. They show good curiosity skills and use resources, such as magnifying glasses to discuss what they see. Staff provide lots of opportunities for children to improve their coordination. For example, children practise ball skills and throw objects into buckets.

Personal development, behaviour and welfare are good

Children behave well. Staff teach children a good range of social skills, which helps them to play and learn well with others. They promote children's health and well-being effectively. For example, children learn about good hygiene procedures, eating well and regular exercise. Children enjoy daily walks in the community. For example, outings to the park and to watch ships come into the harbour. They learn an understanding of personal safety, such as how to cross the road safely.

Outcomes for children are good

Children enjoy messy play activities and explore volume. They count confidently and recognise shapes, colours and numbers. Children make independent choices in their play. They put on their coats and boots with minimal assistance and practise new skills, such as hopping and skipping. Children gain the essential skills and attitudes they need for their next phase of learning, including their move on to school.

Setting details

Unique reference number	109718
Local authority	Hampshire
Inspection number	10063276
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	39
Name of registered person	Jack & Jill Pre-School Committee
Registered person unique reference number	RP906664
Date of previous inspection	1 July 2016
Telephone number	02380844074

Jack and Jill Pre-School was established in 1984. It is located in Hythe, Hampshire. The pre-school is registered to provide free early years education for children aged two, three and four years. It opens five days a week during school term times, between 9am and 3pm. There are six staff who work with the children. The manager holds a qualification at level 5 and all other staff hold a level 3 qualification.

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