

Jack & Jill's Childcare Crownhill



Crownhill Royal Naval Pre-School, Crownhill Fort Road, Plymouth, Devon
PL6 5BX

| | |
|--------------------------|------------------|
| Inspection date | 27 February 2019 |
| Previous inspection date | 2 March 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

This provision is good

- Children settle quickly into the pre-school as staff work in partnership with parents to understand each child's interests and needs. Parents experience how staff support children with language and play through planned sessions, which recently included making bird-food hangers and reindeer food. Parents speak very highly of their child's experiences of the pre-school.
- Children of service families build resilience and cope better with separation and change because staff understand the emotional aspects of separation and how they can have an impact on the child. They have created separation support materials that can be used by the whole family.
- Key-person systems are well developed and provide nurturing support to children and parents. For example, a younger child runs to greet their key person on entering the pre-school at the start of the day to give them a hug.
- Children are excited to explore and learn within the bright and inviting, well-maintained pre-school room. Children are kept safe by well-trained staff and a range of systems that ensure their health and well-being throughout the day.
- Children with special educational needs and/or disabilities (SEND) make good progress as staff implement all recommendations from supporting professionals and work closely with parents to ensure consistent interventions.
- Sometimes, staff do not create enough opportunities to develop early literacy knowledge and writing skills through play and group work.
- Occasionally, children do not have enough access to physical play opportunities that provide challenge for children to develop new skills and enable children to assess risk for themselves.

What the setting needs to do to improve further

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

- increase opportunities to develop children's early literacy development and writing skills
- develop the range of physical activities provided to enable children to challenge what they can do and begin to understand and assess risk for themselves.

Inspection activities

- The inspector observed children engaged in activities and their interactions with staff.
- The inspector held discussions with parents, children and staff.
- The inspector and the manager observed staff practice during the inspection and shared their observations.
- The inspector held meetings with management.
- The inspector sampled documentation relating to safeguarding children and promoting their welfare.

Inspector

Dilys Vincent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Children are kept safe as the leadership team is effective in ensuring all staff access training to support the safety and well-being of the children. The leadership team is robust in its recruitment and induction procedures. Staff confidently recognise and take appropriate action if they have a cause for concern. Children learn from skilled staff, who are well supported in their professional development through the appraisal and supervision systems. Children have enhanced learning experiences as a result of effective self-evaluation. The healthy eating project and the development of mathematical experiences and language within all aspects of play are examples of this.

Quality of teaching, learning and assessment is good

Children enthusiastically engage in play opportunities and activities matched to their interests. They confidently talk about what they are doing and how they want to develop their ideas further. A child-led music session, which starts as exploring sound, develops into a concert and then a band which marches around the inside and outside areas of the pre-school. This included almost all of the children, who excitedly sang as they played. Staff skilfully model, explain and extend children's vocabulary, for example staff comment on the children's play as they explore the sensory table. The adult uses new vocabulary to describe the texture of the pasta and children use the new words they have learned as they respond to questions. Staff teach about the conditions for seeds to grow and support the children to plant their own cress heads. Staff work well as a team and support children's next steps in learning. They make accurate assessments and monitor progress children make from when they start at the nursery. These are shared regularly with parents.

Personal development, behaviour and welfare are good

Children develop strong bonds with their key person from their first days at pre-school. Staff know the children's interests and needs well. Children learn about appropriate rules and boundaries, and play cooperatively. When a child finds the music a little loud, the adult supports them to ask if the group can be a little quieter, and the group then play the instruments more quietly. The younger children benefit and learn from their older peers. For example, a younger child watches an older child pluck the string on a guitar and then copies, showing delight at the sound they have made. Children take responsibility and develop independent self-care skills, for example following the photographs at the tissue table, they put their tissue in the bin and wash their hands.

Outcomes for children are good

All children make good progress from their starting points, including children with SEND. Children are well prepared with the skills and knowledge they require for their future learning in school. They are confident speakers and share their ideas and thoughts. They are able to take part in a large group session, listen to others and relate discussions to their own experiences.

Setting details

| | |
|--|---|
| Unique reference number | 117182 |
| Local authority | Plymouth |
| Inspection number | 10072306 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 20 |
| Name of registered person | The Royal Naval Pre School Learning Organisation (Western Area) Committee |
| Registered person unique reference number | RP904044 |
| Date of previous inspection | 2 March 2016 |
| Telephone number | 01752 769606 |

Jack & Jill's Childcare Crownhill registered in 1998. It operates from purpose-built premises in the city of Plymouth, Devon. The pre-school is open Monday to Friday from 9am until 3pm, for 38 weeks of the year. It is in receipt of free early education funding for children age two, three and four years. There are four members of staff, all of whom hold appropriate early years qualifications from levels 3 to 5.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

