

Jack & Jill's Childcare Plympton

Hillcrest Close, Plymouth PL7 2ET



Inspection date	15 March 2019
Previous inspection date	26 January 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

- The quality of teaching is good. Staff adapt their approach to teaching well to support children to make good progress. For example, they organise small-group activities so that children are confident to interact with each other as they discuss days of the week, the weather and special celebrations.
- Children communicate confidently using sign language and spoken words to greet each other during group time, as staff skilfully model signing for them.
- Children play cooperatively, for example they work together to build a cinema out of blocks following a recent visit to the cinema. They discuss what it will look like, challenge each other's ideas and successfully complete and explain the different aspects.
- Parents feel that their children are well supported. Staff help children to cope and become resilient. For example, staff show children of service families where their parent is travelling and what the ship they are travelling on looks like. Staff talk about different emotions and give extra time and reassurance as needed.
- Parents are kept up to date with progress and information about their children's days. This helps them feel connected and enables them to be included in their children's learning.
- Managers have a good understanding of staff skills and talents. They provide regular supervision and support to develop children's learning experiences. Children have benefited from the introduction of smaller group targeted activities, with a focus on teaching specific skills such as cutting, sentence building and counting.
- Staff do not provide enough challenging physical play opportunities to help children learn how to assess risks for themselves.
- Staff do not offer sufficient activities that support children to develop their early writing skills, such as mark making.

What the setting needs to do to improve further

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

- 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
- increase opportunities for mark making and the development of early writing skills.

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

Managers ensure staff access specific training to develop their skills so they can fulfil their roles and responsibilities. For example, recent training around supporting children's personal, social and behaviour development has led to children being able to articulate the rules for safe playing and what might happen if rules are not followed. Appropriate risk assessments are in place to ensure children's safety across all age ranges. For example, staff ensure small parts are out of reach of babies and younger children when they use the room with their peers. Safeguarding is effective. Through training and regular updates, managers and staff understand signs that are a cause for concern and what to do if they are worried about a child's safety or well-being. Managers effectively track progress of different groups of children and ensure tailored support where needed.

Quality of teaching, learning and assessment is good

Children can count confidently and know what larger numbers look like, as staff skilfully teach counting and number recognition as part of daily group and play activities. Children are excited by letters and sounds activities. For example, a group of children enthusiastically find rhyming words. Staff build on what they already know about the children to make accurate assessments in order to plan next steps in learning. Staff model language, extend younger children's vocabulary and build on their literacy skills. For example, staff use pictures and words to make sentences with children, who then take it in turns to use the resources to make their own sentences, pointing to words and reading aloud. Staff quickly identify children with special educational needs and/or disabilities, and use effective interventions to enable them to make the progress that is expected of them.

Personal development, behaviour and welfare are good

Children understand that rules are important to keep themselves and others safe. For example, children talk about why it is important to push in chairs so that others do not trip. Key persons know the children well. Children settle quickly as staff provide reassurance and support as needed. For example, staff calmly welcome babies, who soon start to explore and play, returning to their key person as needed. Children play well together, taking turns with limited support from staff. For example, children choose different ways to come down the slide, each waiting their turn and discussing how they will slide. Young babies develop self-help skills as staff support them to use lidded beakers and finger feed themselves. Children learn to make healthy choices as staff discuss what is good for them and the importance of fresh air and exercise.

Outcomes for children are good

All children make good progress in relation to their starting points. They are confident to talk about what they are doing and why, and they persevere in their play. Older children are independent in managing clothing and shoes, selecting and putting on wet weather clothing, changing when finished and returning the clothing to the rail. Younger children excitedly talk about a favourite book and what happens in the story. Babies explore their environment and delight in the sounds they can make. Children are well prepared for moving on to school.

Setting details

Unique reference number	EY366700
Local authority	Plymouth
Inspection number	10074054
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	20
Number of children on roll	37
Name of registered person	The Royal Naval Pre School Learning Organisation (Western Area) Committee
Registered person unique reference number	RP904044
Date of previous inspection	26 January 2016
Telephone number	01752337817

Jack & Jill's Childcare Plympton registered in 2007, and is run by a board of trustees. It operates from the Naval Area Community Centre in Plympton, near Plymouth. The setting operates from 8am to 6pm each weekday, with an after-school club from 3pm to 6pm. The setting receives early years education funding for children aged two, three and four years. It employs six staff to work with the children and all hold appropriate early years qualifications at level 3 and above. The manager has early years professional status.

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