

Jack and Jill Pre-School

All Saints Church Hall, The Causeway, Marlow, Buckinghamshire SL7 2AA



Inspection date	21 March 2019
Previous inspection date	10 February 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 are happy and settled. Staff are sensitive to their individual needs and support their emotional well-being effectively.
- The manager monitors children's progress regularly. She quickly identifies children who may need additional support and offers guidance to staff on how to help children to catch up.
- Managers and staff use evaluation to continuously make improvements. For example, they regularly adapt the layout of the room and resources to ensure they meet the needs and interests of children.
- Partnerships with parents are good. Staff exchange information with parents daily, to enable them to be fully aware of children's activities and to provide continuity of children's care.
- All children make good progress from their starting points. Older children gain the skills they need for the future. For instance, they learn to dress and undress independently and to recognise letters and their sounds.
- Staff do not always engage in children's activities, to consistently support and challenge their learning. For example, staff frequently move between activities and do not always promote children's concentration and enjoyment fully.
- Staff do not consistently help the youngest children to fully understand that some things belong to them and some things belong to other children. For example, they do not explain to them why it is not acceptable to take toys that others are using in their play.

What the setting needs to do to improve further

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

- review the organisation of staff, to ensure they engage fully in children's activities and consistently support and challenge their learning
- continue to help young children to gain a better understanding that some things belong to them, and other things belong to other people.

Inspection activities

- The inspector viewed the areas of the provision used by children.
- The inspector undertook a joint observation with the manager and discussed how she supervises and supports staff's ongoing professional development.
- The inspector observed the interactions between staff and children and considered the impact on their learning.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed relevant documentation, including policies and procedures, children's development records and evidence of staff's suitability.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff undertake relevant safeguarding training at a level appropriate for their role. They are confident about the action to take if they have any concerns about the safety or welfare of a child in their care. Regular appraisals and staff supervision meetings help the manager to monitor staff's performance and support their ongoing professional development. Managers make good use of networking opportunities and meet with other professionals to discuss practice issues and share ideas on how to strengthen teaching. Partnerships with other settings that children attend are good. Effective links have been established with local schools to help ensure continuity of learning and care.

Quality of teaching, learning and assessment is good

Staff use effective teaching methods to help children learn. For instance, when young children use dough, they show them how to roll dough into a ball and demonstrate how to use a rolling pin to flatten the dough. During activities, staff observe and assess children to find out what they already know and can do. They use this knowledge to plan appropriate activities to support their next steps in learning. For example, they provide children with cubes, to help them to create patterns, count the number of cubes and measure which are the longest and shortest. Children confidently count and use simple addition and subtraction in their play. There are good opportunities for children to develop an awareness of the world around them. For example, children and staff study frogspawn and tadpoles using magnifying glasses and talk about the life cycle of a frog.

Personal development, behaviour and welfare are good

Staff have good relationships with the children. Children chat happily to them and are confident to explore the well-resourced environment. Staff successfully help children to understand the importance of leading a healthy lifestyle. For example, children benefit from fresh air and exercise in the garden and follow robust hygiene routines. Staff are aware of the importance of ensuring that the areas and resources used by children are safe. They complete regular assessments to help identify and eliminate any risks. Overall, children behave well and cooperate during play. For example, older children work together to build towers using blocks and understand the need to take turns and share.

Outcomes for children are good

Children are happy, confident and eager to acquire the skills they need for their move to school. They delight in joining in with action rhymes and confidently move in a variety of ways, including jumping, stretching and swinging their arms. They listen to stories with enthusiasm and confidently predict what might happen next. They develop good skills in speaking and listening and are happy to ask for help when needed. They correctly identify colours and shapes as they play and sing along to favourite songs and rhymes.

Setting details

Unique reference number	116679
Local authority	Buckinghamshire
Inspection number	10072302
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	44
Number of children on roll	50
Name of registered person	Langley, Jane
Registered person unique reference number	RP511826
Date of previous inspection	10 February 2016
Telephone number	07748692721

Jack and Jill Pre-School registered in 1992 and is situated in Marlow, Buckinghamshire. It is open from 9am to 12.30pm on Wednesday and Friday and from 9am to 1.30pm on Monday, Tuesday and Thursday. The setting operates term time only. The setting receives funding to provide free early years education for children aged two, three and four years. There are seven staff; one member of staff holds a level 6 qualification, the manager holds a relevant level 5 qualification and three other members of staff hold relevant qualifications between level 2 and level 4.

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