

# Inspection of Jack

Northolmes Junior School, Leith View Road, Horsham, West Sussex RH12 4ET

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Inspection date: 26 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The breakfast club is organised well and children of all ages play together happily, behave well and form close friendships. The routine before school is calm and well organised, meaning that children start the school day ready for learning. The pre-school curriculum is well planned and offers children a good range of learning opportunities inside, outside and within the local community. Good attention is paid to keeping children safe.

Overall, teaching is good. Staff engage in play with children and support their learning through effective questioning and positive interaction. The relationships between children and staff are good. Children approach staff confidently for cuddles, comfort and reassurance, and know that their personal needs will be met.

The leadership team works hard to support staff and make constant improvements to the setting. New procedures and policies introduced at the time of registration are fully embedded now. These contribute greatly to the effective organisation of the setting. All staff have high expectations of the children and work hard to make sure every child achieves well.

### **What does the early years setting do well and what does it need to do better?**

- Assessment information is used well to make sure every child makes good or better progress. Staff quickly notice if children need extra help with their learning, or need more challenge to accelerate their progress. Funding is used effectively to provide specialist teaching, particularly for children learning English as an additional language, children with special educational needs and/or disabilities, and those who need a bit more help to develop their speaking and listening skills.
- Staff prepare children well for starting school. They encourage children to develop confidence, independence and good communication skills. Children follow instructions clearly. They listen well during group times and develop good levels of motivation to keep trying with tricky tasks. For example, one four-year-old child attempts to make a slide for a toy car using wooden blocks. He struggles with this at first, but with gentle support and encouragement from staff, he quickly achieves his original aim.
- The pre-school environment is buzzing with activity. Children quickly become engaged in their play and use their imaginations well. For example, recent topic work on the senses has inspired children and staff to create a role-play opticians area. Children play extremely imaginatively and recreate scenarios they are familiar with. However, at times, children's learning is interrupted, such as when children are asked to tidy up for snack time. This means some children's learning and creativity are disrupted.

- Staff are caring and attentive towards children and support their emotional needs effectively. Children benefit from a delicious range of freshly prepared meals and snacks. The catering manager is a popular figure within the setting and she continually introduces children to new foods and tastes. For example, on the day of inspection, many children tried pilchards for the first time. Mealtimes are used effectively as an educational opportunity to help children understand the importance of keeping healthy.
- Children's physical development is supported well. Children have access to a wide range of equipment to help them develop and practise a range of skills, such as lifting, pushing, pulling, digging, mark making and balancing. Children also take part in regular song and rhyme sessions and games to help keep them healthy and active.
- Children develop a good understanding of the needs of others. Daily activities help children learn about the importance of respecting and celebrating diversity and equality. Children actively learn about their own unique qualities. These sessions also help them to explore their own feelings and emotions. This means children develop a strong sense of self-belief and learn to manage their feelings well.
- Parents are kept fully informed about their children's learning and development. They contribute towards assessment records and share what they know their children can do and are interested in at home. This helps staff to continually plan activities they know will challenge children and support their ongoing learning needs.
- Leaders monitor the quality of provision well. There is a clear management structure in place and staff confirm they feel very well supported in their role.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety is given high priority. All staff are vigilant in supervising children closely inside and outside. Risk assessments are detailed and cover all aspects of provision, including the walk to and from school. Children learn about road safety and become aware of possible dangers. Staff have a good understanding of safeguarding arrangements. They keep relevant records of any concerns they have regarding a child's welfare and monitor attendance patterns well. This means they can quickly notice any signs that may indicate a child is at risk of harm.

## **What does the setting need to do to improve?**

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

- improve the organisation of the daily routine to ensure that children's learning and creativity are not interrupted.

## Setting details

<b>Unique reference number</b>	EY551982
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10130838
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Jack & Jill Playgroup Committee
<b>Registered person unique reference number</b>	RP904976
<b>Telephone number</b>	01403 258994
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jack is part of the Jack and Jill Childcare Facilities Group. It operates from self-contained premises on the site of Northolmes Junior School in Horsham, West Sussex and offers before- and after-school care. The pre-school provision operates each day from 7.30am to 4pm on the same site. Provision for older children continues on the same site until 6pm. A team of six staff work with the children. Of these, three hold recognised early years qualifications. Funding is accepted for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jo Caswell

## Inspection activities

- The inspector observed the breakfast-club session and the pre-school session and talked to staff about how they organise the sessions to keep children safe.
- Staff explained to the inspector how they monitor children's learning and plan activities they know will support children's developmental needs.
- Some records and documentation were looked at. This included confirmation of staff's suitability checks, training qualifications and safeguarding records.
- Children told the inspector what they liked doing at pre-school and their views were taken into account.

We carried out this inspection 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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