

Inspection of Jack And Jill Preschool

Queens Avenue, BICESTER, Oxfordshire OX26 2NR

Inspection date: 21 June 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are superbly supported by attentive and knowledgeable staff. Staff enthusiastically join in children's play. They understand when to skilfully intervene and provide each child with the optimal amount of challenge to extend their learning further. For example, when children play with dinosaurs in the sand, staff encourage them to look at non-fiction books to help identify the dinosaur's name. Children relate to their previous learning as they recall what a fossil is. They explain to staff that 'a fossil is the dinosaur's bones and that means it is extinct'. Staff have exceptionally high expectations of all children. They are passionate about providing the very best start for children and their families.

All staff are fantastic role models who empower children to understand and manage their own behaviour. Children clearly know the rules of pre-school and politely informed the inspector that 'adults are not allowed in that chair, that chair is for children only'. All children, including those with special educational needs and/or disabilities (SEND), are exceedingly well behaved.

Children are highly valued. Rewarding strategies are in place, for example encouraging children to give themselves a 'high five' or a round of applause, or by giving stickers. This helps children to become remarkably confident and resilient individuals.

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

- The inspirational manager shares her vision with the dedicated staff team. They continually reflect on and improve what they do, to meet the changing needs of the children and their families. The manager has an astoundingly detailed knowledge of the needs and priorities of the local area. She uses this knowledge extremely well to drive practice and to ensure that families receive the support they need. Additional funding is used impressively to enhance and enrich children's experiences. All children receive exactly the support they need to achieve to the fullest.
- Partnerships with parents are very strong. Parents value the close bonds their children have with staff. They say that they trust staff completely and the pre-school is integral to their community.
- Children's welfare and personal development are central to everything practitioners do. Across the pre-school, staff deliver consistent messages to help children understand how they can make healthy eating choices. This is evident through discussions with children, who recognise that fast food is not healthy. They tell staff that cheese is healthy and 'it helps our bones and makes them strong'. Children recognise the need to stay hydrated. They regularly drink water and encourage friends, who have not yet drunk enough, to drink more. Staff are

very effective in supporting children's growing understanding of how to keep themselves safe and healthy.

- Staff have first-rate knowledge of how young children learn. The activities and experiences they provide match children's needs precisely. Children consistently build on what they know, remember and can do throughout the pre-school. All children, including those who speak English as an additional language, are very confident to talk and share their views. They are extremely well prepared for the next stage in their learning, including starting school.
- Children with SEND are extremely well supported. Meticulous plans and well-established relationships with other professionals are in place. These help to ensure that children's individual needs are met and that they make the best possible progress in their learning.
- The manager continually challenges staff's knowledge and skills. She fosters a culture of reflective practice and self-evaluation among the staff team. For example, staff observe one another and critique each other's practice. Staff highly praise the opportunities they have to develop their skills and practice. The manager and her room leaders act with exceptional integrity towards staff. They fully recognise their hard work and well-being. Staff say that they feel extremely happy at work and are inspired and supported in their roles.
- Children develop an early love of reading. They listen to stories while snuggled up to staff, who read with vibrant expression. Children build their knowledge and understanding as staff ask them probing questions. For example, children are fascinated as they read a book about a child who is diabetic, learning about blood sugar levels and glucose. Staff are highly skilled as they simplify language and relate it to children's own experiences. Children draw on prior learning as they recall how they have had injections and staff talk about their own recent COVID-19 (coronavirus) vaccination. Staff create a learning environment that is calm, purposeful and highly inviting.

Safeguarding

The arrangements for safeguarding are effective.

The manager has high expectations of staff, especially regarding their knowledge of safeguarding. Staff receive rigorous safeguarding training, including ongoing discussions and workshops on child protection. They monitor the welfare of the children vigilantly. Staff demonstrate detailed knowledge of the signs that could indicate a child is at risk of harm, including from exposure to radical and extremist views. Staff have an excellent understanding of their duty to identify and respond to concerns about a child and/or member of staff working with them. The manager maintains meticulous recruitment procedures. She ensures staff's suitability through ongoing checks.

Setting details

Unique reference number	EY557731
Local authority	Oxfordshire
Inspection number	10175191
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	44
Number of children on roll	70
Name of registered person	Jack And Jill Preschool Bicester Charitable Incorporated Organisation
Registered person unique reference number	RP557730
Telephone number	01869 356 000
Date of previous inspection	Not applicable

Information about this early years setting

Jack And Jill Preschool re-registered in 2018 as a Charitable Incorporated Organisation. It is situated in Bicester, Oxfordshire. The pre-school employs 14 members of childcare staff who work with the children. Of these, one has a qualification at level 5, and seven hold a qualification at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It also receives funding for early years pupil premium.

Information about this inspection

Inspector
Amanda Perkin

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector had a learning walk with the manager and the room leaders, through all areas of the premises used by the children.
- Parents shared their views through verbal and written feedback. The inspector took these views into account.
- The inspector observed the quality of interactions during activities and assessed the impact on children's enjoyment and engagement.
- The inspector looked at a sample of documentation. This included evidence of suitability and training records.

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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