

Inspection of Jack And Jill's Preschool Limited

St Peter's Church Hall, Pickford Lane, Bexleyheath DA7 4RS

Inspection date: 8 July 2021

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

What is it like to attend this early years setting?

The provision is good

Children happily settle into the daily routine. They show that they feel safe. Children confidently move between the indoor and outdoor areas. Staff are deployed well and are on hand to provide children with support when needed. For example, they help children to lift logs of wood in the garden when they search for worms and insects. Staff maximise opportunities to support children's language. For example, they encourage discussions about the mini beasts that children find. Children's behaviour is good. They work together and listen to instructions. For instance, while making play dough, children take turns to weigh, and share ingredients and tools with their friends. Although staff observe children's needs during activities, they do not consistently allow enough time for them to fully explore some activities.

Children are confident speakers and develop good communication skills. They are keen to share their activities and thoughts with guests. The manager and staff have high expectations for the quality of the setting. They are aware of the impact that the COVID-19 (coronavirus) pandemic can have on children's emotional development. For instance, they ask parents to comment on the impact of the pandemic on children's learning. As a result, they provide more one-to-one reading sessions with children to encourage their interest in books. Staff support children with special educational needs and/or disabilities (SEND) well. They use funding effectively to provide resources to help children make progress in their learning.

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

- Staff encourage children to be independent. For instance, they teach children to tell them when they hear the special sound, which means it is safe for staff to open the door. Young children have great delight in telling guests what to look for in the garden before it is safe to play outside. Children have a good understanding of how to keep themselves safe.
- Staff plan opportunities for children to develop their thinking skills. Children discuss and ask questions about the butterfly they can see in the garden. However, occasionally, during children's play, staff do not give enough time for children to fully explore their interests to build on their understanding further.
- Staff are good role models. They support children's health and well-being. However, on occasions, some staff miss opportunities to remind all children to wash their hands before eating outside. This will reinforce good health and safety practices with children.
- The manager is dedicated about enhancing the quality of the setting. She evaluates the pre-school well and has a clear programme for development. She uses feedback from children, parents and staff to make changes. For instance, during the height of the coronavirus pandemic, staff planned and offered

sessions outside.

- The manager and staff team work closely with parents and other professionals to provide targeted support to meet the needs of children with SEND. For instance, staff use example activities provided by the speech and language therapist to support individual children. As a result, all children make good progress from their starting points in learning.
- Staff support children to manage their feelings and behaviour. For instance, children talk about how to take turns with resources in the garden. They wait patiently and share with their friends.
- Staff speak positively about the manager and the support that they receive. The manager carries out observations of their teaching practice. She places a sharp focus on improving staff's knowledge of the areas of learning and how they can enhance their teaching even further.
- Staff know children well. They observe and assess children's progress effectively. Staff support new children and plan activities following their interests. For example, new children are interested in what they can see in the sky. Staff provide a telescope so that new children can explore even further.
- Staff prepare older children well to start school. For instance, staff encourage children to sign themselves in when they arrive. Children find their name and write it on a small board. This helps to support children's literacy development. Children confidently meet teachers from their new school. They learn about their new uniform and the learning environment. This helps to build children's confidence and social skills.
- The staff team work closely with with parents and their families. Parents speak highly of the pre-school. They say that staff are very supportive and keep them updated about their children's learning.
- Staff have developed the garden to provide a wide range of learning opportunities for all children. This helps children develop their physical skills. Staff help children to develop their mathematical skills. For instance, children take great delight in finding different shapes of wood. They talk about the colours and shapes, such as 'triangle' and 'square'. Staff support children to confidently use hammers and nails. This helps children to build on their hand-to-eye coordination and concentration.

Safeguarding

The arrangements for safeguarding are effective.

Staff conduct regular checks of the premises to ensure that children play in a safe environment. Staff supervise children carefully at all times. The manager has robust procedures in place to make sure that people entering the building are suitable. Staff demonstrate a good understanding of how to safeguard children. They know how to identify children who may be at risk of abuse and understand the action to take if they have any concerns about children. This includes wider safeguarding issues, such as the 'Prevent' duty. The manager has clear recruitment and vetting arrangements in place to help ensure that staff working with children are suitable for their roles.

What does the setting need to do to improve?

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

- support staff to enhance their knowledge of maximising children's learning opportunities during activities, for example by giving children enough time to explore their interests.
- build on the existing good practice to ensure greater consistency in staff's understanding of how to help children to follow good health and hygiene practices, including the importance of keeping hydrated.

Setting details

Unique reference number	EY553022
Local authority	Bexley
Inspection number	10174233
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	52
Number of children on roll	70
Name of registered person	Jack And Jill's Preschool Limited
Registered person unique reference number	RP553021
Telephone number	07931817665
Date of previous inspection	Not applicable

Information about this early years setting

Jack and Jill's Preschool Limited re-registered in 2017 after a change in their legal status. The pre-school opens during term time from 9.15am to 12.15pm and 12.15pm to 3pm, Monday to Friday. There are nine members of staff working with the children. The majority of staff hold recognised childcare and early years qualifications at level 2 or above. The manager holds qualified teacher status. The pre-school offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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 observed the interactions between the staff and children during activities, and assessed the impact these have on children's learning.
- The inspector sampled documentation, including public liability insurance, suitability checks of staff and first-aid certificates.
- The inspector read written feedback provided and spoke to a number of parents during the inspection and took account of their views.
- The manager and the inspector completed a learning walk and discussed how staff deliver their curriculum.

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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