

# Inspection of Jack & Jill Preschool

All Saints Church Hall, Church Walk, LONDON NW2 2TJ

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Inspection date: 13 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this nurturing and welcoming pre-school. All children separate easily from their parents. They enjoy a wide range of exciting play opportunities which help them to make good progress in their learning and development. Staff know children well and have high overall expectations for them. Leaders develop their curriculum based on children's interests and what they need to learn next. For example, when children showed interest in characters from 'The Emperor's Egg' book, staff enriched their knowledge of penguins and their natural habitat effectively. Additionally, staff and children created a display representing Antarctica to further enhance children's learning. Children access high-quality resources. This helps to support their growing independence and ensures they are inspired to discover and learn.

Children behave exceptionally well and staff are good role models. Children learn to take turns and share spaces safely. For example, children and staff dress up as builders and use big wooden blocks to construct a bridge. Children then take turns to carefully cross over the bridge. This shows an understanding of the rules of safe play and their ability to successfully negotiate the space around them. Children clearly enjoy their time at the pre-school.

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

- Leaders are aware of the impact the COVID-19 pandemic has had on children's development and well-being. They have a clear understanding of what they want children to learn.
- There is a strong focus on communication and language development. Staff support children to extend their vocabulary. For example, staff introduce new words such as 'hibernation' and help children to understand what this means.
- Children develop a strong interest in books. Staff engage children well as they animatedly read familiar stories, such as 'The Tiger Who Came to Tea'. They provide props to enhance and re-enact stories. All children, including those who speak English as an additional language, are becoming confident communicators.
- Staff prepare children well for the next stages of their learning and development, including starting school. For example, staff provide a variety of opportunities for children to make marks and practise their early writing skills.
- Children learn to do things for themselves and develop independence skills. For instance, when they come in from the garden, they remove their coats and hang them up and change into indoor shoes. Children help with small tasks, such as cleaning plates and cups after mealtimes, which helps them to gain a sense of responsibility.
- Staff gather relevant information from parents to establish children's starting

points before they join the nursery. They use this information alongside their observations to inform future planning and teaching. On occasion, there are some inconsistencies in teaching and interactions with children. Staff do not always extend and challenge children's learning effectively. In addition, they do not consistently maximise opportunities to extend children's mathematics skills during everyday activities.

- Children learn about the importance of good health and the benefits of regular toothbrushing, eating a balanced diet and physical activity. The provider works with parents to ensure that packed lunches that children bring meet their dietary needs.
- The outdoor area is used well to support children's physical development. Children make choices to play indoors or outdoors. They enjoy exploring sand and using the swing and slide. Children participate in vigorous physical activities, including playing sports and dancing.
- Staff feel valued and benefit from regular supervision meetings. They have opportunities to further their professional development through regular training and mentoring. Leaders are aware of the impact of the COVID-19 pandemic on the staff team.
- Parents speak highly of the long-serving team. They feel supported and praise the setting's work within the community. Staff work closely with parents to meet children's individual needs and ensure they make good progress, including those with special educational needs and/or disabilities. The provider uses funding well to obtain specific resources and to offer extra hours to vulnerable children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff have a good understanding of the setting's safeguarding policy and they keep their training up to date. The manager and staff have a secure knowledge of child protection. They can identify when a child may be at risk of harm and understand how to report concerns and allegations. Staff are aware of the importance of monitoring children's attendance. Staff hold paediatric first-aid certificates. This ensures that staff are able to care for children in the event of an accident. Staff use effective risk assessments to minimise potential hazards and maintain a safe environment.

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

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

- support children's learning even more effectively and provide higher levels of challenge as they play and learn
- maximise opportunities to extend children's mathematics skills during everyday activities.

## Setting details

<b>Unique reference number</b>	147559
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10137739
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Collins, Elaine
<b>Registered person unique reference number</b>	RP908480
<b>Telephone number</b>	07956 260406
<b>Date of previous inspection</b>	11 December 2015

## Information about this early years setting

Jack & Jill Preschool registered in 1992 and is situated in the London Borough of Barnet. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 4pm. The provider employs six members of staff, all of whom hold relevant early years qualification ranging from level 2 to level 7. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Agnes Wink

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the early years curriculum is implemented.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector conducted a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- Children communicated with inspector during the inspection.

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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