

Inspection of Jack and Jill Pre-School

Village Hall, 116 Burley Road, Bransgore, Christchurch, Dorset BH23 8AY

Inspection date: 23 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 confidently and independently enter the pre-school and immediately follow the rules. They happily access a range of activities that follow their interests. For instance, children enjoy challenging themselves as they practise their skills riding a range of bicycles. Children show determination as well as the ability to assess their own risks. Close by, children pretend to be traffic wardens and write down any dangers they see.

Children enthusiastically join in with activities that have been skilfully planned by staff. For example, they are learning about spring and life cycles. Children are learning what comes from an egg. They use their fine motor skills, such as cutting zigzags with control using scissors to create a hatching egg. Staff adapt activities to meet the children's stage of development. This allows children to achieve the task while learning new skills.

Children understand good hygiene, they independently access tissues and 'catch their coughs'. Children wash their hands throughout the day without being instructed. Children have good personal development, and the staff have high expectations of them.

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

- The manager ensures that the curriculum is ambitious and focuses on equality and diversity. For example, children are learning about the different types of houses, such as huts and pyramids. They use bricks to replicate these in their play. This helps them to learn about how people in different places live.
- Staff provide a range of opportunities for children to learn about mathematics. For instance, staff encourage children to count out their plates and snack food. During imaginary play, staff use mathematical language, such as 'halves' and 'quarters', while sharing food cut into these portions with the children. This is extending children's mathematical knowledge.
- Children are preparing for the next stage of their development well. For example, staff support older children to learn to complete activities in groups, such as parachute games, while younger children benefit from close attention to support their language skills. For example, staff read stories and sing nursery rhymes with them. This is helping all children to progress in their learning and development.
- The staff encourage children to be curious learners. Children access the vast range of activities that are available and enjoy learning new things. For example, children use magnets to see which materials repel and attract. Staff question the children and explain about the properties of the different types of materials. Children take these skills to experiment further.

- Children's behaviour is good. They follow instructions and understand the rules, such as stopping to listen when the bell is rung. When asked to tidy up, they do this straight away. Children engage well in activities of their choosing. They are resilient and continue to persevere even when things get tricky, such as when they are finding their names to label their work or having a go at writing their name.
- The staff are proud of the children. They know where the children are in their learning and what they are working on. They have formed good relationships with their families. For example, they hold regular parents' meetings and use online journals to show children's success.
- Staff feel supported by the management team. For example, managers are currently mentoring newly qualified staff, and staff are updated about training opportunities. However, the committee is not fully effective at promoting the professional development of managers to equip them with the skills and knowledge they need to further drive improvement.
- Staff support children with special educational needs and/or disabilities well. They use a range of resources and techniques to provide the best for the children. For example, using Makaton to support speech and language development. This ensures that the children's needs are always met.

Safeguarding

The arrangements for safeguarding are effective.

Staff deploy themselves well to ensure all the children are safe. Staff communicate well between each other. For example, letting each other know if they are changing a child. Staff follow an agreed procedure for dealing with emergency situations, such as if a child were to have an accident or when making a disclosure. Staff have extensive knowledge in safeguarding matters. They can identify when children are at risk of harm and report this correctly. Staff have regular safeguarding meetings and undergo training. All staff are first-aid trained so they can deal with any minor injuries swiftly.

What does the setting need to do to improve?

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

- strengthen professional development for all staff, particularly managers, to help drive further improvements in the pre-school.

Setting details

Unique reference number	511658
Local authority	Hampshire
Inspection number	10276231
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	38
Name of registered person	Jack and Jill Pre-School Committee
Registered person unique reference number	RP519589
Telephone number	01425 673903
Date of previous inspection	6 July 2017

Information about this early years setting

Jack and Jill Pre-School registered in 1989. It operates in Bransgore Village Hall, Christchurch and is managed by a voluntary committee of parents. The pre-school is open from 9am until 3pm on Mondays, Wednesdays, Thursdays and Fridays, and from 9am until 12.30pm on Tuesdays, term time only. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs seven members of staff who are all qualified at level 3 and above.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to staff during the inspection and parents shared their views on the setting.
- The inspector observed the children in their play.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager to discuss the leadership of the pre-school and looked at relevant documentation including evidence of staff suitability.

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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