

# Inspection of Jack and Jill Preschool

Christchurch Banstead, 150 High Street, Banstead, Surrey SM7 2NZ

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Inspection date: 26 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

The manager and staff provide a welcoming and nurturing learning environment for all children. Children thoroughly enjoy their time at this pre-school. They confidently say goodbye to their parents as they run to greet their friends. Staff give reassurance to children and recognise when they need extra support and comfort.

Staff plan and provide a varied curriculum to meet children's needs, both inside and outdoors. Children explore the environment with confidence and enthusiasm as they self-select activities. For example, they develop their understanding of cause and effect as they fill and empty containers in the sand and water areas. Children become deeply engrossed as they make potions using spoons and different-sized containers to transport their mixtures. They confidently count, work with shape and numbers in activities and make marks with chinks and other tools. Staff give clear instructions and regularly praise children for their efforts, achievements and positive behaviour. This helps to support children's emotional well-being and gain confidence in their own abilities. Children's behaviour is good. They learn to manage their feelings and emotions, and they treat each other with kindness. Children are well prepared for the next stage in their learning, and develop skills across all areas of learning, in preparation for school.

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

- The manager is passionate and committed to providing high-quality childcare. She reflects on staff practice and makes plans for improvements. This ensures children's experiences in the pre-school continue to help them develop future skills. However, at times, staff do not consistently deliver the intention in the educational programme to the highest levels. For example, during group story times, some younger children find it hard to concentrate, as the story is too long. This means that they distract older children as they seek interactions. This disrupts children's learning.
- Staff aim to broaden the experiences that children have at home. Children become truly captivated in newly-hatched ducklings. They observe and help the ducklings learn to swim in water containers. The recently developed outdoor area gives children opportunities to practise their physical skills as they ride on bicycles, run and jump. They have opportunities to grow and harvest their own vegetables. This supports children's understanding of the natural world.
- Staff provide many opportunities for children to develop their literacy skills. For example, children make marks using a range of tools and materials to help develop their early writing skills. Children show a keen interest in songs, rhymes and stories. They enjoy reading books and then retell these stories through their play. Children use descriptive language like 'sticky' and 'soft', and staff introduce

new words, such as 'slimy' and 'oozy'. As a result, children develop a broad range of vocabulary.

- Children are encouraged to make healthy choices from the snacks provided. Staff talk to the children about being healthy. However, they have yet to work closely with parents to ensure that the packed lunches provided are both balanced and nutritious. This is to ensure that children receive the same consistent messages with regard to healthy eating throughout their time at pre-school.
- Staff effectively identify any children that will benefit from additional support and provide targeted interventions to help close gaps in their learning. They place a high focus on supporting children with special educational needs and/or disabilities. They work closely with parents and other professionals to adapt their approach, ensuring they understand each child's unique needs. This inclusive approach means these children are given the time and attention they need to take part in, and make the most of, what is on offer.
- Parents are very positive about how staff communicate with them and comment on the wide range of experiences their children have at the pre-school. Staff use a variety of methods to share information with parents about their children's progress and development. They offer suggestions to parents for learning at home, so they can continue to support their child's development. Parents speak highly of staff and the supportive relationships that staff have with their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff fully understand their role and responsibility to keep children safe. They attend child protection training to keep their knowledge up to date and are able to recognise the signs and symptoms of potential abuse and/or neglect, including wider issues such as radicalisation. Staff know the procedures to follow if they are concerned about a child's welfare. They understand the whistle-blowing procedure and the reporting route they must follow, in the event of an allegation about a member of staff. Safer recruitment procedures are implemented effectively to ensure that all staff are suitable to work with children. Furthermore, staff's deployment is effective and children are well supervised at all times.

## **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 understand even more precisely the details of the educational programme, to ensure they consistently challenge and fully extend all children's learning
- engage more closely with parents to share information about healthy eating, to better promote healthier eating practices in the pre-school.

## Setting details

<b>Unique reference number</b>	122747
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10295260
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Jack and Jill Preschool Committee
<b>Registered person unique reference number</b>	RP910883
<b>Telephone number</b>	07732901546
<b>Date of previous inspection</b>	12 December 2017

## Information about this early years setting

Jack and Jill Preschool registered in 1992. It operates from Christchurch, in Banstead, Surrey. The pre-school is open each weekday from 9.20am to 3pm, during term time only. The pre-school employs eight staff. The manager holds early years professional status and three other staff hold an appropriate early years qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Allen

## 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 her evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school to understand how the early years provision and curriculum are organised.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and manager observed interactions between adults and children. They discussed the learning that took place.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record keeping.

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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