

Inspection of Jack & Jill's Childcare Trevorder

Trevorder Close, Torpoint, Cornwall PL11 2NS

Inspection date: 10 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children happily enter the setting and confidently wave goodbye to family members. They place their belongings away and self-register by finding their name card and placing it on the designated board. Staff and children have positive interactions. Children spontaneously hug staff, who respond affectionately. Children feel safe and secure.

Staff plan the curriculum around children's interests and needs. They talk to children often about their feelings, using props to support this. For instance, children use mirrors to look at their own emotions, and staff extend this by encouraging children to make faces using play dough. Staff provide excellent support for service families when loved ones are deployed away from home. Staff, who also have family members in the services, provide children with personalised booklets to share at home. This enables children and families to talk about their emotions, locate relatives on a world map and talk about when they will be coming home. This helps to support children's personal and emotional development well.

Children behave well and show kindness to one another. Outside, older children pour their younger peers a drink from the water dispenser. During tidy-up time, children work together by placing resources in the correct boxes.

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

- Staff support children's communication and language skills effectively. Following training, staff have implemented weekly words, differentiated depending on the ages of the children. They introduce new vocabulary into activities while children play, such as 'wide' and 'narrow'.
- Partnerships with parents is good. Staff have introduced small communication packs for younger children and children with special educational needs and/or disabilities (SEND) to take home. Staff include photos of activities children have enjoyed during the day, and parents can then share these with their children. However, staff do not tailor all home-learning activities to meet children's individual needs to further extend their development.
- Children enjoy music and movement sessions with staff. They pretend to make pizza with two wooden rhythm sticks. Staff encourage children to 'roll out the dough, stir the sauce, grate the cheese and chop the meat' for their 'pizza'. Children strengthen their arm muscles while carrying out the actions and enjoy singing along to the song. They have a positive attitude to learning.
- Staff provide a range of healthy snacks for children to enjoy. They talk to children about where milk comes from and how it benefits their bones and teeth. Occasionally, staff do not adapt their teaching to build on children's existing skills. For example, during the inspection, staff did not support some younger

children to pour their own drinks or enable older and most-able children to prepare their food more independently.

- Children enjoy using real fruit and vegetables in the role-play area. They relish squeezing oranges and talk about how these feel 'squishy' and taste 'sweet'. Children explore onions, brussels sprouts and potatoes, while staff encourage them to use words to describe them.
- Staff help to develop children's understanding of oral health. They provide teeth moulds and encourage children to draw on 'bacteria' using black pens. Children then use toothbrushes to clean the 'plaque' away.
- Children benefit from a range of both fact and fiction books, which they can access inside and in the garden area. Children also enjoy taking books home from the setting's lending library. Staff invite librarians to share their favourite tales with the children to support their early reading skills.
- Staff help children to develop their physical movements in fun ways. Children enjoy throwing items at targets outside. For instance, children dress up as Spiderman and throw cooked spaghetti at the wall, pretending they are spinning a web.
- Staff display high levels of well-being and comment on how leaders support them effectively. They show strong levels of commitment to childcare, with shared values in consistently adapting the setting to benefit children.

Safeguarding

The arrangements for safeguarding are effective.

Staff teach children about the fire evacuation process to ensure their safety. Children describe to visitors how they need to walk quickly to the wall outside and wait for the fire engine to arrive. Staff talk to children about sitting down when eating to prevent choking hazards. Leaders and staff have a clear understanding of child protection. They know how to recognise and report any concerns about a child's welfare. The premises are secure. Staff ensure that the indoor and outdoor environment is safe for children to play, minimising any potential risks.

What does the setting need to do to improve?

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

- develop further strategies to help extend children's learning when at home
- adapt teaching, particularly during small-group times, to help all children build on their existing skills.

Setting details

Unique reference number	102885
Local authority	Cornwall
Inspection number	10304839
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	The Royal Naval Pre School Learning Organisation (Western Area) Committee
Registered person unique reference number	RP904044
Telephone number	01752 812970
Date of previous inspection	2 February 2018

Information about this early years setting

Jack & Jill's Childcare Trevorder registered in 1991. It operates in Torpoint, Cornwall. The pre-school is open Monday to Friday, from 8.30am to 3.30pm, term time only. It provides funded early education for children aged two, three and four years. There are five members of staff who work with the children, all of whom hold a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Joanne Steward

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- 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 setting.

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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