

# Inspection of Jack And Jill Community Pre-School

St Edmund Primary Academy, Duncan Street, Calne, Wiltshire SN11 9BX

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Inspection date: 5 September 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Leaders of this inspiring pre-school have a strong vision and a clear ethos of children learning through love and nurture. Staff share and understand this vision and embed a rich curriculum that is well sequenced. Children develop the skills they need for future learning from a young age. For example, staff support new children to develop their independence when introducing them to serving their own snack. Older children show how these skills become embedded as they confidently pour their own cereals and drinks, washing up their bowls when they have finished. Staff carefully plan the environment to enable children to have the freedom to explore safely, sparking their curiosity. Children relish being in their creative shed, which they named the 'happy space'. They develop their fine motor skills when staff hold up pieces of tape and children use scissors to repeatedly cut it. Staff praise children and say, 'You are amazing.' Younger children explore their sensory needs as they dig and investigate in the mud. Children splash in puddles in the rain, and staff support children's language as they say, 'Wow, a big puddle! Splash, splash!' Children make excellent progress in their learning and development.

Children benefit from highly trained staff who strive for the very best level of care. Through calmness, kindness and building connections with children, staff teach them about the rules and expectations in a calm, positive manner. Children's behaviour is excellent. Leaders, staff and parents work together to create a 'family board' for children, prompting discussions about their families. Children feel valued, safe and secure from the start.

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

- Staff have secure knowledge of child development and know children well. This helps them to provide challenging activities for children to extend their knowledge and skill set. Children sustain high levels of concentration as they carefully place small wooden eggs into the egg holder. Staff use skilful questioning, such as asking, 'How many more eggs do we need?' Children pause, think and say, 'One, two, three, four. We need four'. Children develop good critical thinking and problem-solving skills.
- Staff use home visits to gather detailed information about children, their families and backgrounds, forming robust starting points for children. They send starter packs containing small wooden 'mini me' blocks with children's photos and names on. Children bring these when they start and use them as their registration blocks, supporting children's smooth transitions into pre-school.
- Leaders place a great emphasis on supporting children's speech and language. They record weekly bedtime stories for parents to share with children at home, helping children to develop a love of literacy. Staff consistently narrate what they are doing and introduce new vocabulary, such as 'crackle, crackle, pop, pop', as

children explore bubble wrap. Children are confident communicators.

- Staff help children to develop a strong awareness of healthy lifestyles. They grow fruit and vegetables with the children, and the children know they need to wash their hands before eating. Staff implement a long-term 'wellness' project, helping children to develop healthy minds and bodies. Children acquire resilience and learn how to keep themselves safe.
- Staff use effective observation and assessment to identify gaps in children's learning and swiftly put support in place. Leaders have recently created an additional area for small-group work and quieter activities to target specific areas of learning. For example, staff introduce a six-week programme to support children's social development, including empathy, cooperation and sharing. Children are ready for their next stage of learning.
- Children show a good understanding of their own emotions and make use of quieter areas when they feel they need to be calm. For example, children take themselves into the pod, and staff begin to use puppets to engage with them. Children laugh and cuddle the puppet. Staff ask, 'Do you feel better after a cuddle with the puppet?' The children say 'Yes.' Staff successfully prioritise children's well-being and emotional growth through the pre-school's nurturing approach.
- Highly dedicated leaders offer staff consistent professional development opportunities and mentoring, and they designate key responsibilities. This empowers staff to use their strengths and knowledge to enhance the pre-school. For example, the creative lead has recently renovated the shed, and it is now a wonderful creative space for children to develop their creative skills and express themselves through art.
- Partnerships with parents are a real strength of the setting. Staff provide bespoke packs to parents. For example, packs containing the recipe and ingredients to make dough, support children's learning at home. Parents value the weekly photos and regular updates on their children's development.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY501586
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10351158
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Jack And Jill Community Pre-School CIO
<b>Registered person unique reference number</b>	RP911033
<b>Telephone number</b>	01249 821 596
<b>Date of previous inspection</b>	10 October 2018

## Information about this early years setting

Jack And Jill Community Pre-School registered in 2006 and re-registered in 2016 as a charitable incorporated organisation. It operates from a mobile classroom in the grounds of St Edmunds Primary Academy School in Calne, Wiltshire. The pre-school opens from 9am to 3.15pm, Monday to Friday, term time only. There are six members of staff. The manager holds an early years teacher qualification at level 6, one staff member holds a level 4 qualification and four hold relevant qualifications at level 3. The pre-school provides funded early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Chelsea Woollard

## 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 the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 special educational needs and/or disability coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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