



Jack and Jill Pre-School

Inspection report for early years provision

Unique Reference Number	511658
Inspection date	18 October 2006
Inspector	Lorraine Sparey
Setting Address	Village Hall, 116 Burley Road, Bransgore, Christchurch, Dorset, BH23 8AY
Telephone number	01425 673903
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Registered person	JACK AND JILL PRE-SCHOOL
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jack and Jill Preschool opened in 1989. It operates from Bransgore Village Hall and is managed by a voluntary committee of parents. Children attend from the local area. There is a secure garden for outdoor play.

A maximum of 26 children may attend at any one time. There are currently 26 children on roll, of these 21 children are in receipt of nursery education funding. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:00 to 11:30 Monday to Friday. A lunch club operates every lunchtime from 11:30 to 12:30 which is dependent on numbers of children. There is also an afternoon session from 12:30 to 15:00 on Wednesday and Thursday.

There are four staff who work with the children, all of whom hold early years qualifications. The setting receives support from the Preschool Learning Alliance. (PSLA)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's understanding of healthy eating is well promoted. They enjoy growing a range of fresh vegetables which they harvest and enjoy tasting. The remainder is shared with the community at the setting's 'Harvest festival'. Children benefit from healthy snacks such as a variety of fresh fruit and chopped vegetables, followed by a plain biscuit. Staff sit with the children ensuring that there is plenty of discussion about healthy options and food that is good for us. Children frequently pour their own drinks throughout the session in addition to the set times throughout the day. This ensures that children are kept hydrated. Children who stay to the lunch club are provided with lunch boxes prepared by their parents. The setting offers a refrigeration facility if necessary. Parents' awareness of healthy lunch boxes is promoted through discussion and leaflets.

Children confidently follow good hygiene routines. The majority of children flush the toilet without being reminded to and automatically wash their hands. One child tells an adult 'I need soap on my hands first to get them clean' the adult responds 'Well done, now they're clean'. Children's health is further protected by the staff implementing effective procedures to ensure the toys and environment are clean and well maintained. Children are supported in the event of a minor accident because all the staff hold a current first aid certificate and there is a well stocked first aid kit available at all times.

Children have regular opportunities to develop their physical skills both indoors and outdoors. They all enjoy playing with the parachute in the garden, excitedly running underneath as the wind lifts it. They regularly go for nature walks and visit a local outdoor learning centre.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well maintained and safe environment. The hall has recently been renovated and extended to provide children with a bright and welcoming space to explore. Children enjoy using a broad range of quality toys and equipment. They safely choose from low-level storage units which increases choices in their play. A four-year-old invites an adult to write their name with them. The child confidently selects the chalkboards and chalks from the unit and takes them to the table where the adult is sitting. Weather permitting children use the garden as an extension of the indoor space. Staff ensure that the area is safe prior to children going outside to play.

Staff implement effective procedures to promote children's safety. They are vigilant, supervising the children at all times. Children are given good explanations to promote their awareness of safety issues. Children's understanding is increased through role-play. For example, children are given a wide range of pretend tools such as hammers and saws. The staff talk with the

children about how to use the tools carefully. An adult asks the children why they need to wear goggles when using the tools. A three-year-old tells the adult 'Because wood and metal gets in your eyes'. The adult praises the child 'Well done. That's right'

Staff demonstrate a secure knowledge of child protection. They are clear on their roles and responsibilities to identify, record and report concerns. Parents are given information in their prospectus to ensure that they understand staff's responsibility in protecting children from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children confidently come into their setting and quickly become absorbed in their play and learning. Staff plan and provide a wide range of interesting activities such as learning about animal homes and going out into the forest to search for them. They participate in stories using story sacks. There is a good balance between child led and adult directed activities. Children are encouraged to make choices in their play and select from a broad range of quality resources set out invitingly each day. They are confident and approach adults for support in their play. Several children in the role play area pretend to repair the preschool bikes and cars. The adult actively participates pretending her car is broken and asks questions. Children were totally absorbed, one child slides under the car using pieces of the marble run as pretend tools. Children benefit from the positive interaction between themselves and the staff.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a clear understanding of the Foundation Stage curriculum. They use effective teaching methods to help children progress. They complete detailed observations and assessments to plan the next step in children's learning. Plans are flexible and incorporate children's ideas. Staff plan an activity with sand 'looking for fossils'. Children are able to use paint brushes to brush sand away, however, they decide they want to use the sand to practise their writing skills. Staff adapt the activity effectively and continue with the children's ideas. Plans generally cover all areas of learning, however, at times some areas of learning are not covered equally for example information, communications and technology. Staff work well together to support children in their learning. Activities are linked to themes and staff provide innovative learning opportunities. Children learn about animal homes, and go into the forest to look for them. They find rabbit holes and ants' nests. Children who have English as an additional language are well supported within the setting. Staff translate documentation into the child's own language and provide resources to support them. There are good procedures in place to support children with specific needs.

Children are confident and motivated in their learning. They play cooperatively as they build a roadway. Children are independent, they pour their own drinks and put their own shoes on to go outside. They are building good relationships. One child pats the mat next to her saying 'Sit here, sit here next to me' the other child smiles as she sits down. Children are confident and seek support from adults and invite them to join in their play. Children's language is developing well. They describe their actions during role-play. One child explains 'I need a hammer to mend the car'. Another child talks with a member of staff about seeing a spider in

the web. Children enjoy participating in stories using puppets to act them out. They listen intently as the member of staff tells the story of 'The Three Billy Goats Gruff'. Children join in enthusiastically with different parts of the story. The majority of children can recognise their own name and some are beginning to be able to write them. One child tells an adult "My name begins with 'T'".

Children confidently count during everyday activities, such as the number of children present, and the numbers of cars on the roadway. They enjoy singing songs such as 'Five green bottles' to reinforce their awareness of numbers. Children confidently identify shapes as they cut around them. A three-year-old tells the adult 'I've made an oval'. Children learn about the natural world. A local vet visits, bringing his dog and medical bag. Children listen to the dog's heart and watch as the adult cleans the dog's teeth. Another visitor brings his gecko, corn snake and skink. Children enjoy looking at the reptiles' skin with magnifying glasses, comparing differences. They also enjoy a visit to a reptile and raptor centre and observe and hold a tarantula and African snails. Children have some opportunities to use programmable toys. They confidently construct using a variety of resources. One child is very excited when they complete the marble run and watch the marble roll down.

Children have excellent opportunities to be creative. The resources are available each day for them to choose from including paint, glue, feathers, material, and card. Children enjoy making a collage of 'Mother Goose' relating to the theme of pantomimes. Staff encourage children's own ideas. They enjoy singing and join in actions. The 'goodbye song' changes every day depending on what the children would like. They enjoy making up their own version. Children's physical skills are developing well. They confidently pedal bicycles around the physical area. Children show increasing control when using the parachute, raising and lowering it as instructed. They enjoy running underneath, swapping sides with their friends. They show good awareness of space when moving around the preschool. Children confidently use a range of tools such as scissors, hammers and paint brushes.

Helping children make a positive contribution

The provision is good.

Children develop strong links with the community. The committee organise fundraising events in the village and the children take part in the walking carnival. They benefit from visitors to the group, such as the local vicar and local vet. Children develop very strong links with the local school and visit weekly to play with the children and become familiar with the school they will be attending. Children learn about the wider world through themes and projects, for example, children participate in a pretend wedding. The vicar conducts a mock ceremony, and children use musical instruments from around the world. The setting has a range of resources that support children's understanding of diversity, however the resources are not available every day and therefore limits children's awareness. Children celebrate a range of festivals and take part in charitable events throughout the year, such as Dr Barnardo's 'big toddle' and harvest festival. The vicar visits and tells the children a story and helps the children harvest the vegetables. These are given to people in the community. Children with specific needs are well supported within the group. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good. Staff are positive role models and explain to children why their behaviour is not acceptable. Children benefit from the clear expectations and boundaries. Staff reinforce children's understanding at the start of the session. An adult asks the children 'How do we know when it's someone else's turn?'. A child points to the giant egg timer and says 'You turn it over and then it is another child's turn'. The adult congratulates the child for 'good remembering'. Children benefit from the staff's continual use of praise. They enthusiastically tidy away the toys at tidy up time. If children forget to share or are not considerate to other children staff deal with the situation quickly and effectively. This helps children to develop a good sense of right and wrong.

Partnership with parents and carers is good. They receive clear and detailed information on the setting's routines, activities linking to the themes, and policies and procedures. Parents' opinion is actively sought through questionnaires and informal discussions. Parents receive quality information on nursery education provision, the early learning goals and stepping stones. They are invited to regular meetings with their child's key worker to ensure that they are kept informed of their child's progress. Parents and grandparents are invited to spend time in the setting with their children. Several parents and grandparents have visited, particularly to link in with themes. For example, during 'Circus week' a family member visits and demonstrates 'big top' skills. A father visits with his diving equipment, showing the children how you can write under the water and explains how all the equipment works. All parents feel the activities offered are very good and they are pleased with their children's progress.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education. Children benefit from being cared for by suitable adults. There are effective recruitment and vetting procedures in place to support this. Staff attend regular training opportunities to increase their knowledge and understanding of current childcare practices. The space is well organised to increase children's choices in their play. The majority of resources are used effectively to support children's progress in their development and learning. However, the toys and equipment to support diversity such as posters, dressing up clothes are not regularly available to consistently promote children's awareness of the wider world. Children benefit from the high levels of support provided by the staff. There is a comprehensive range of policies and procedures which are reviewed on a regular basis by the committee and staff. However, some policies and procedures do not include recent changes in legislation. Documentation is well organised to support positive outcomes for children.

Leadership and management are good. The staff and committee have effective procedures in place to monitor the provision of nursery education. These include visits from the Foundation Stage teachers, external training and staff attend cluster meetings where they share good practice. There is strong leadership from the person in charge who deploys the staff effectively to meet the needs of the children attending. The staff team work well together in creating a stimulating and inviting learning environment. The committee and the staff are very committed to evaluating and improving the provision for children. A detailed action plan is used as a working document continually monitoring the setting.

Improvements since the last inspection

At the last inspection the setting received three recommendations with regard to care and four recommendations with regard to nursery education provision.

The setting agreed to ensure that the child protection procedures complied with the local Area Child Protection Committee (ACPC) and that parents were aware of the policy. Parents are given a copy of the child protection policy in their prospectus, however, the setting has not amended to incorporate the new Local Safeguarding Children Boards. They agreed to ensure that the children's and staff's times of attendance was recorded in the register. The setting has implemented a new registration system which clearly shows times of attendance. This ensures their safety in the event of an emergency. They also agreed to obtain written permission from parents for the seeking of emergency medical advice or treatment. All consents are incorporated into the registration forms and each child has an index card to ensure that they are easily accessible in the event of an emergency.

They agreed to improve the system observing and assessing children to ensure that it linked to the stepping stones and was used to plan for individual children's progression towards the early learning goals. Staff use an effective key worker system to ensure that children's individual play plans inform the planning. Each child has their own individual book which details their progress. All staff complete detailed observations. This ensures children are making good progress in their development and learning. The setting also agreed to provide opportunities for children to increase their independence during everyday routines. Staff have worked hard to create an environment which allows children more independence in selecting resources, pouring their own drinks and choosing their own activities. They also agreed to increase opportunities for children to recognise the numbers and to solve simple problems during practical activities. Staff use number lines and a variety of methods to increase opportunities for children to solve simple problems. This increases children's awareness of numbers. They also agreed to develop opportunities for parents to contribute to their children's assessment records. Staff encourage parents to visit on a regular basis, discuss their children's progress during parent consultation and be involved in their child's learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children have opportunities to use the resources that increase their awareness of diversity in everyday play
- ensure that all documentation is up to date and inline with the National Standards

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that the planned activities and learning opportunities are balanced and cover all areas of learning equally

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk