

Jack and Jill Pre-School

Inspection report for early years provision

Unique reference number	511658
Inspection date	25/06/2009
Inspector	Deborah Page
Setting address	Village Hall, 116 Burley Road, Bransgore, Christchurch, Dorset, BH23 8AY
Telephone number	01425 673903
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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

The setting is open from 09.00 until 15.00 on Mondays, Wednesdays and Thursdays, and from 09.00 until 12.30 on Tuesdays and Fridays. Children attend a variety of sessions. The group is open term time only.

The group is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. A maximum of 28 children may attend the setting at any one time, all of whom may be in the early years age group. There are currently 58 children in the early years age group currently on roll. 35 children are in receipt of government funding for nursery education. Children with learning difficulties and/or disabilities are supported within the setting.

A total of six staff including the manager, two supply workers and one volunteer, work directly with the children. Of the six staff, four staff hold relevant early years qualifications. One member of staff is currently working towards an early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the setting is good. Staff provide a good variety of activities which support children's individual learning and development. Staff consider the individual needs and interests of children when planning activities. Children's welfare is supported well. Systems to monitor the provision are successful in evaluating the quality of the provision to promote continuous improvement of care and learning for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop links with other settings to ensure consistency in care, learning and development

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure a daily record of the names of the children looked after on the premises and their hours of attendance is accurately maintained (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register)

25/06/2009

The leadership and management of the early years provision

Staff and committee work well together to ensure policies and procedures are regularly reviewed which promotes children's safety and well-being. However, systems to record the names of the children and the hours of their attendance are at times less effective. This is a legal requirement. Staff take part in regular training and continue to develop their knowledge and understanding of the Early Years Foundation Stage. Staff have a good understanding of child protection issues and attend ongoing training which contributes towards safeguarding children. Risk assessments are regularly completed and include the needs of individual children. There are effective systems to monitor and evaluate all aspects of the provision recognising most areas for improvement. Staff have addressed previous recommendations to support children's care and learning.

Key persons who monitor children's progress relate well with children. The manager welcomes parents in to the setting before and after each session where staff are available to talk to them. Staff provide parents with regular newsletters including information about planned topics and activities which supports children's learning. Information about children's individual progress is shared with parents by their child's key person both informally and through planned meetings. Parents report they are happy with the care and education children receive. Staff act on parents comments about the provision which contributes to the evaluation and monitoring systems. Staff have started to develop some links with other early years settings children attend, to help promote continuity of care and learning .

The quality and standards of the early years provision

Children are happy and settled, they relate well to familiar adults who are available to support less confident children. Children are eager to choose an activity and benefit from being able to make choices between indoors or outdoor play opportunities. Staff organise resources well to ensure children have easy access to equipment to support their individual needs and interests. Younger children enjoy playing with the diggers, trucks and cement mixers in the soil. They relate well and talk about who is digging the soil and who is mixing the cement. Some children initiate their own activities as they choose different types of resources from the creative trolley to support a painting activity. They are proud of their achievement and show adults their butterfly painting and they are praised. Staff's regular praise and encouragement boosts the confidence and self esteem of children. Staff know their key children's level of development and use observations and assessments to help them monitor children's progress and identify the next steps in their learning.

Staff support children well during activities by asking open ended questions and introduce new words such as 'delicate' which supports children's thinking and language skills. Children concentrate well and develop a good awareness of number during games such as number lotto. Children are confident and ask others to join in as they shelter under an umbrella and sing a song about the rain. At other times children enjoy putting on their boots and splashing in puddles. Children have numerous opportunities to make marks as they regularly access available

resources to create pictures to take home, practise letters and write words they have memorised. Children are well behaved and are happy to share with others. Staff are always close by to support younger children as they learn to take turns. Older children use a timer to time themselves at activities.

Children's welfare is effectively promoted. Children learn about keeping safe as staff support them when using equipment such as tape dispensers. Children also take part in regular fire evacuation practices. They learn about the importance of keeping healthy as they wash their hands before eating and staff talk to children about not eating food that has fallen on the floor. Children enjoy a nutritious choice of snack including fresh vegetables such as peas that they have grown in the outdoor area. Children participate regularly in physical activities such as musical movement which contributes to being healthy. Staff share appropriate sun protection procedures with parents and provide shade in the out door area.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years part of the report (Records to be kept) 25/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years part of the report (Records to be kept) 25/06/2009