



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 511658

DfES Number: 522660

### INSPECTION DETAILS

Inspection Date 26/01/2004  
Inspector Name Anne Munro

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Jack and Jill Pre-School  
Setting Address Village Hall  
116 Burley Road  
Bransgore  
Dorset  
BH23 8AY

### REGISTERED PROVIDER DETAILS

Name The Committee of JACK AND JILL PRE-SCHOOL

### ORGANISATION DETAILS

Name JACK AND JILL PRE-SCHOOL  
Address VILLAGE HALL  
116 BURLEY ROAD  
BRANSGROVE  
DORSET  
BH23 8AY

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about 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.

There are currently forty-five children from two to five years old on roll. This includes thirty-four funded three-year-olds and three funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week during school term times. Sessions are from 09:30 to 13:00 on Monday and Friday, 09:30 to 12:00 on Tuesday and 09:00 to 15:00 on Wednesday and Thursday.

Four full-time and one part-time staff work with the children. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Hampshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Jack and Jill Pre-school provides good quality care for children. An active management committee provides strong support to an experienced and well-qualified staff. Staff are encouraged to develop their skills with ongoing training. Most of the policies and procedures are clear and underpin the running of the pre-school. Children have plenty of space to play in a warm and bright environment. There is a wide range of good quality toys and equipment which is well-maintained and regularly updated. Most documentation is in place though sometimes lacks the necessary detail.

Staff are conscientious about ensuring children's safety and precautions are regularly reviewed. All staff have a first aid qualification and procedures are in place to handle illness or injury. Careful attention is given to cleanliness and staff teach children good hygiene practice. They ensure that children have regular drinks and make snack time an enjoyable social occasion.

Staff have a good knowledge of the abilities of individual children and plan interesting activities to promote their learning. They use praise and encouragement to promote confidence and good behaviour, and handle unwanted behaviour calmly and sensitively. They have experience and training in caring for children with special needs and liaise with other professionals to enable all children to be included.

Good working relationships are developed between parents and staff. Parents are made welcome in the pre-school and receive good information about activities and events. They are able to discuss their children's progress with staff and careful attention is given to confidentiality.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- All staff have early years qualifications to level 2 or 3 and are experienced in pre-school work. They know the routines and work well together. Parents help on a voluntary rota and are given clear information about their responsibilities. There are plenty of qualified staff available to maintain high staffing ratios.
- All staff are involved in planning a wide range of interesting activities, giving children plenty of choice. Their use of imaginative role play situations as a focus for other learning activities is particularly effective. A key worker system ensures that staff have a good knowledge of children's abilities and achievements.
- The pre-school provides a very good range of toys and equipment which is regularly sorted and cleaned. In the summer months children enjoy a 'carwash' outside and wash dolls' clothes and hang them out to dry. Equipment includes resources reflecting positive images of other cultures and disabilities.
- Staff have a good understanding of safety requirements. They carry out daily risk assessments and regularly practise evacuation procedures. Precautions and procedures are in place to safeguard children.
- Parents form an active management committee and take part in a rota of helpers. They develop good working relationships with staff members and get to know their children's key workers. They receive regular newsletters and are given good information about the group and its activities, so that they are able to join in and contribute.

#### **What needs to be improved?**

- the recording of times of attendance
- written parental permission for emergency medical advice or treatment

- the child protection policy.

### Outcome of the inspection

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation  |
|-----|---|
| 2   | Ensure that the times of attendance of children and staff are included in the register.   |
| 7   | Request written permission from parents for seeking emergency medical advice or treatment and ensure that it is easily accessible.  |
| 13  | Ensure that the child protection procedure for the preschool complies with local Area Child Protection Committee (ACPC) procedures and ensure that parents are aware of the policy. |

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Jack and Jill Pre-school is acceptable and of good quality. Children are making generally good progress towards the early learning goals. They are making very good progress in their physical and creative development and knowledge and understanding of the world.

The quality of teaching is generally good. Staff work well together to provide a well-organised learning environment with exciting displays and stimulating resources. Reference materials are used well to generate children's interest and support their learning. Staff rely on their good knowledge of individual children, to ensure activities are delivered at the right level. Observation and assessments are carried out but are not clearly linked to the early learning goals. Staff are enthusiastic and present activities in an interesting and lively manner although opportunities are sometimes missed to increase children's independence and develop their mathematical skills. Staff are skilled at extending children's language and understanding through effective questioning and discussions. Staff encourage children to ask questions, talk about what they are doing and show respect for others.

Leadership and management is very good. The committee is committed to improving care and education through actively supporting staff in the group as well as encouraging training and development. The supervisor promotes team working and involves staff in the planning, monitoring and evaluation process. Effective teaching strategies are promoted daily to provide a positive learning environment for children.

Partnership with parents is generally good. Parents are provided with a good range of information and are kept up-to-date through regular newsletters and the notice board. Although parents share information verbally with staff on a daily basis, there are few formal opportunities to contribute to children's records. Parents value the friendly and approachable staff.

### What is being done well?

- Clear leadership and management and partnership with parents has a positive impact on children's development and learning.
- Well-planned activities and effective intervention by staff supports children's learning, particularly in developing their language and understanding.
- Children's personal, social and emotional development is given a high priority. They are developing confidence and self-esteem. They are motivated and interested in learning. Many concentrate and persevere for extended periods, particularly when developing their physical skills.
- Children are developing an understanding of the world around them through creative role-play activities and exploration of natural and man-made

resources.

#### **What needs to be improved?**

- the system for observation and assessment to ensure it is linked to the stepping stones and used to plan for individual children's progression towards the early learning goals
- opportunities for children to increase independence during everyday routines and when selecting resources and creative materials
- opportunities for children to recognise numbers and solve simple problems during practical activities
- opportunities for parents to contribute to children's assessment records.

#### **What has improved since the last inspection?**

At the last inspection the setting was asked to develop the records for assessment to include what the child should learn next and to find ways of sharing this with parents. Records show what children can do, but do not clearly indicate what the children should learn next. Parents receive an end of year report and can view children's records at parent's meetings. The setting was asked to consider using labelling for resources as a means of encouraging word recognition. Additional resources have been obtained and labels produced for equipment, although these are not always set out. The setting was asked to increase opportunities for children to explore sounds. Additional resources have been purchased and sound activities are regularly included in the planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing self-confidence and self-esteem with effective support from staff. They arrive confidently, move around activities and contribute during group activities. Many children show high levels of concentration and persist for extended periods, for example when drawing and cutting out, and role-play. Some opportunities are missed to increase independence and select resources for themselves. Children form positive relationships. They listen and show respect for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing good communication skills. They listen attentively in small and large groups. They initiate conversations and talk about what they are doing. They develop their vocabulary when exploring activities with staff. Children are becoming aware of print and have access to a wide range of books, although do not often select for themselves. Some recognise and attempt to write their name. They use a variety of tools to develop their hand-eye co-ordination and pre-writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count how many children are present at circle time and many count confidently over 10. Some children use counting in their play such as 'I've got 11 fish'. Many recognise and name shapes, attempt sorting tasks and re-create patterns. Children are interested in numbers and enjoy number rhymes. Many repeat the rhymes for themselves and count how many crabs are in the sea. However some opportunities are missed to recognise numerals and solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are involved in a variety of activities to stimulate their interest in the world around them. They use their senses to investigate features of living things. They use magnifying glasses to look at similarities and patterns on shells and seaweed and observe changes when growing sunflowers. They learn about their community such as the harvest festival and the role of the doctor. They examine colours in nature when visiting the environmental centre and mixing colours when making candles.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently around the room. They develop co-ordination and increasing control over their bodies when using a variety of small and large equipment. Many persevere with stilts or bats and balls until they achieve success. They demonstrate increasing skill and control when handling a variety of objects such as creating the farm layout or using a needle and thread. They concentrate when drawing and cutting out shapes with scissors or when catching magnetic fish with a rod and line.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children develop their imagination in the well-resourced role-play area and play co-operatively with each other. They use available resources as well as creating their own props such as cardboard tubes becoming telescopes. Children introduce their own storyline such as 'Sharks are coming' and play is extended effectively by staff. Children enjoy music and movement. They join in with familiar songs and rhymes. They play musical instruments, tap out simple rhythms and develop patterns of movement.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve the system for observation and assessment to ensure it is linked to the stepping stones and used to plan for individual children's progression towards the early learning goals
- provide opportunities for children to increase independence during everyday routines such as snack time and when selecting resources and creative materials
- increase opportunities for children to recognise numbers and solve simple problems during practical activities
- develop opportunities for parents to contribute to children's assessment records.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*