

Jack and Jill Pre-School

Village Hall, 116 Burley Road, Bransgore, Christchurch, Dorset, BH23 8AY

Inspection date	18/04/2013
Previous inspection date	25/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy a wide range of activities, which helps them to make very good progress in all seven areas of learning.
- The committed and consistent staff team, under the guidance of the manager, monitor the preschool provision effectively and encourage further training, which benefits the children.
- Children feel safe and secure because staff build good relationships with them and their families through an effective key person system.
- Children behave very well. They show good levels of independence and curiosity.

It is not yet outstanding because

- There is a lack of opportunities at mealtimes for children to build on their self-care skills by preparing and serving their own snacks and taking responsibility for their own packed lunch bags.
- Although practitioners promote children's communication and language very well, they occasionally miss some opportunities to extend their vocabulary further.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector looked at a sample of children's assessment records, planning records and all written documentation.
- The inspector took into account the views of the parents spoken to on the day.
- The inspector held discussions with all three members of staff and the manager.

Inspector

Marie Thompson

Full Report

Information about the setting

Jack and Jill Pre-school 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 pre-school is open from 9am until 3pm on Mondays, Wednesdays and Thursdays, and from 9am until 12.30pm on Tuesdays and Fridays. Children attend a variety of sessions. The pre-school is open during school terms only.

The pre-school 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 54 children in the early years age group currently on roll. The preschool receives funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities, and children learning English as an additional language.

The pre-school employs six members of staff including the manager, two supply workers and one volunteer, who all work directly with the children. Of the six staff, five staff hold relevant early years qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop further opportunities for children to build on their self-care skills by allowing them to prepare and serve their own snacks and take responsibility for their own packed lunch bags.

- enhance the educational programme for communication and language further by: helping children expand on what they say, and extend the children's range of words in order to extend their vocabulary further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a very good understanding of the learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and consistently implement planned and stimulating experiences based on individual children's interests. As a result, children are making good progress in all seven areas of

learning. Staff continually record observations of what the children are achieving and track their progress using the publication 'Development Matters in the Early Years Foundation Stage'. They are enthusiastic in their approach, which inspires children to be active learners and to remain involved and interested in the activities provided. Staff regularly listen to the children, and carefully observe their play. Although staff promote children's communication and language very well overall, but they occasionally miss some opportunities to extend their vocabulary further by helping children expand on what they say, and extend the range of words, introducing and reinforcing the use of more complex sentences. Children make good friendships and enjoy activities in small and larger groups, as well as sometimes playing alone.

Staff involve children in decision making allowing them to freely choose from the extensive range of resources that are easily accessible. This means that children feel valued and have a sense of belonging. Children immerse themselves in the exploration of various materials and textures in the completion of their art and craft activities. These activities encourage imagination and dexterity. Children enjoy adding water to peat, in order to see and feel it change. They play with the diggers in trays using different materials such as sand and corn. Children explore lots of materials including shells and stones, which they use to arrange in patterns, repeat patterns, match the shapes and group similar shapes. Children use brushes & tweezers to hunt for buried treasure in the sand.

A cosy and well-stocked reading area is available and children enjoy story times as staff use high quality picture books to read to them. Staff use the 'story sacks' to enhance the stories, and to capture children's interest and focus their attention, which works beautifully. They all sit captivated as staff read a popular story. A box of reference books can be borrowed to help parents with fun ideas for learning at home. Staff plan activities and themes to support children's understanding of other cultures. There is a very good range of multicultural resources, which include dual language books, posters and games in various languages toys and puzzles. To enhance children's learning about the local community they visit the local dairy and arable farms, and the post office. There is a very successful parent rota system in place and staff utilize parents' skills very well to enhance the educational programme. For example, a parent who is a chiropractor has initiated warm up sessions at the beginning of register time, and many parents come into the setting to talk to the children about their occupations including a doctor, pilots, and post people. Staff continuously talk to children, asking questions and encouraging them to think and problem solve. Children count and staff use mathematical terms during activities. Children count how many people are present and have some understanding of simple mathematical terms, such as, next to, or more than. They recognise shape, colour and pattern, confidently putting together jigsaws. Children's personal, social and emotional development is a strong feature of the pre-school. As a result, children take turns, share, willingly tidy up resources and are very confident.

Many developmentally appropriate activities are planned to help children develop physically. For example, the pre-school room is spacious and well organised so children can move around with ease. Consequently, they show good control. Music and movement sessions promote children's physical skills and development. This activity is enhanced by the use of scarves and musical instruments to extend children's enjoyment

of the activity further. The outdoor learning environment is well equipped with a very good range of apparatus and toys. There is plenty of space for the children to run freely, climb and develop their skills. The use of a multi-use games area provides a hard all-weather outdoor surface where children can run, play, jump and skip or use cars, bikes and sports equipment. Children take part in the forest school programme and have enormous fun running through the forest, playing hide and seek and looking for wildlife. They watch with interest as the fire in the forest is lit to toast marshmallows. Children use a wide range of different sized paint brushes, rollers and cutters for play dough with competency and skill. Consequently all the activities enable children to learn sustainable and transferable skills for the future and promote school readiness.

The contribution of the early years provision to the well-being of children

Children are extremely settled in the provision, supported by the calm and consistent interaction of the staff. All staff are highly skilled and sensitive in helping children form secure base for their developing independence and exploration. The key person system is effective and sensitive to the needs of all children and as a result, secure attachments are formed, which promote a good level of well-being. Children demonstrate high levels of confidence and self-esteem; they move freely around the pre-school, cooperate with peers and are keen to share their activities with staff. They enthusiastically help to tidy away, which shows that they are displaying a good awareness of responsibility within the setting. All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe. For example, regular practise of the evacuation drill gives children an understanding of how to leave the premises safely in an emergency. Staff are deployed very well, use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. Children's behaviour is very good and their sense of belonging is demonstrated by their familiarity in routines. Children's good behaviour shows that they feel safe and secure in the setting.

Children's good health is promoted very well. They are offered a delicious variety of nutritious snacks including fresh fruits, vegetables, breadstick, and crackers encouraging them to eat a healthy diet. In addition seasonal grown vegetables from the pre-school garden are offered to children to taste. Children who attend lunch club supply their own lunch box. Meal times at pre-school are a very social occasion and staff and children sit together and chat enthusiastically. However, children do not always have consistent opportunities to develop their self-care skills and independence sufficiently. While staff encourage the children to do most things for themselves, this is not the case at meal times as they are not given the opportunity to prepare and serve their own snacks and to take responsibility for their own packed lunch bags. They help themselves to the drinking water, which is freely available at all times. They show good manners when sitting at the snack and lunch table, learning skills for the future. Hand washing facilities are easily accessible to children, encouraging their independent participation in good hygiene routines. The pre-school room is most attractively resourced and is a stimulating learning environment. There is an excellent range of high quality resources which are stored to

allow free and independent access for the children and encourages inclusion and children's awareness of diversity. The opportunities for all children to have fresh air and exercise are available throughout the day. They enjoy using a range of equipment including the climbing frame, soft play shapes, cars, bikes and balance beams.

The effectiveness of the leadership and management of the early years provision

Staff have a very good understanding of their responsibilities to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage and have effective strategies to monitor their implementation. Clear policies and procedures are displayed and these are known and understood by all staff who have taken part in appropriate safeguarding training. There is a good overview of the curriculum through monitoring of educational programmes to ensure a broad range of experiences to help children progress to the early learning goals. This is based on a good, secure understanding of the areas of learning and how children learn.

Effective observation and assessment strategies mean that, where required, the children's need for extra support is identified quickly and staff work to meet the needs of the children. Strong partnerships with parents contribute to a co-ordinated approach to children's care and learning. Very good communication systems are in place to share information, including daily discussion to give verbal feedback on their children's time at the provision, newsletters, suggestion boxes, and displays. Through discussions with parents it is evident that they are happy with the quality of the provision and have high levels of appreciation for the pre-school. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children. All children are valued and their positive development is fostered well during their time at the setting. Children are well-prepared for the next stage in their learning and development as the setting supports them in making the transition to school. For example, children visit the local primary school to join in an hour of play, songs and story time. They are taken in small groups to familiarise themselves with the school environment and get to know teachers. Staff prepare a transition document to discuss with the school staff, and support children in their first few days at school. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development, and effectively promote continuity of care and learning. For example, staff have set up a 'partnership book', which is a link between the setting and other pre-schools and childminders the children may attend. This supports the continuity and consistency in children's experiences and learning.

Leadership of the setting sets high aspirations for quality and is working to develop this further. Management identify priorities through an evolving approach to self-evaluation. This helps to ensure continued and systematic progress in the future, by capturing the views of all those involved with the setting, in order to identify all strengths and areas for improvement. Management monitor staff performance formally through appraisals and informally through exchanging practice ideas with other providers, and discussion. Staff meetings and supervision are organised so that the setting is able to check on the

progress children are making. Staff feel supported and their professional development is considered. Management are aware of the impact of supporting professional development, and as a result training needs are discussed at supervision meetings and arranged to positively impact on staff performance.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	511658
Local authority	Hampshire
Inspection number	846881
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	28
Number of children on roll	54
Name of provider	Jack and Jill Pre-School Committee
Date of previous inspection	25/06/2009
Telephone number	01425 673903

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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