

Jack and Jill Pre-School

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



Inspection date

6 July 2017

Previous inspection date

18 April 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Highly effective arrangements ensure parents play a full and active role in children's learning. Parents are encouraged to help on a rota basis to spend time with the children and engage in the pre-school's routines. Staff and parents share information about the progress children make in the pre-school and at home extremely well.
- The manager evaluates the provision very effectively. She meticulously gathers the views of staff, children and parents to set clear targets for improvements and enhance children's outcomes. She has very successfully addressed the recommendations from the last inspection. Staff provide excellent opportunities for children to build on their self-care skills by preparing and serving their food.
- Staff know the children exceptionally well. They have extremely high expectations of what children can achieve and they plan very successfully for their future development. Children are highly motivated, inquisitive and independent learners. For instance, they very eagerly learn how to turn cream into butter to use at mealtimes.
- Staff ensure that the exceptionally well-organised learning environments support children's sense of curiosity and their natural desire to explore and investigate. The excellent range of resources encourages children to be imaginative. For example, children make houses out of large construction blocks.
- Staff make excellent use of their knowledge and training to manage children's behaviour. They engage children exceptionally well in discussions and provide very clear boundaries and rules. Children behave extremely well. They show very high regard and respect for others, for example, as they open doors for each other and warn others to be careful of their fingers as the door closes.

What the setting needs to do to improve further

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

- continue to enhance the already exceptional professional development to maintain the excellent standard of teaching, especially for newer staff.

Inspection activities

- The inspector observed children and staff during activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with parents, staff and children.
- The inspector sampled a range of documentation, including assessment records and planning, policies and procedures, and feedback from parents.
- The inspector checked evidence of the suitability and qualifications of staff and discussed the pre-school's self-evaluation form.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The manager and staff have a robust and very thorough understanding of child protection. They are aware of their responsibilities, including the procedures for reporting any welfare concerns. Rigorous staff monitoring, which includes regular peer observations and the identification of training needs, helps to enhance staff's expertise. The manager recognises the opportunity to find even more ways to improve the new staff's teaching so that they are able to fully contribute to the children's learning. Policies and procedures are meticulous and implemented very successfully by the manager with the support of the committee. The manager has an excellent system to ensure that any identified gaps in children's learning are rapidly closing.

Quality of teaching, learning and assessment is outstanding

Staff assess children's progress very accurately and provide highly stimulating activities to enhance their development. Children who learn English as an additional language receive excellent support from staff so that they make significant progress in their learning. Staff very skilfully use each experience they offer children to enhance their learning and engagement. Staff consistently and expertly extend the learning of children of all ages and stages of development. Children talk very knowledgeably and excitedly about the differences between animals, such as how cows produce milk and chickens produce eggs, their different characteristics and the noises they make. Staff ask key questions to enhance the children's thinking to a very high level. Older children develop excellent mathematical skills. For example, they very confidently sort cereal by colour, comparing amounts using language such as 'more than' and 'less than', and then shaping the cereal into the initials of their name. Staff support their exploration superbly, encouraging them to guess how many peas might be in the pea pods they harvest from their garden.

Personal development, behaviour and welfare are outstanding

Children benefit greatly from very high levels of care. Staff know and meet children's individual needs exceptionally well. A well-established key-person system and highly effective settling-in procedures result in children developing very secure bonds with staff and their peers. Parents comment on the good organisation and the high standards of care and activities provided. Staff are exceptional role models for children and this is evident in the children's excellent behaviour. Children are very well mannered and polite. The older children show genuine care and concern for the younger members of the group. They offer help whenever they can. For example, when a younger child runs around indoors, an older child steps in and holds their hand to walk around the setting safely.

Outcomes for children are outstanding

Children are highly independent learners. They make positive decisions in their play and gain excellent skills in readiness for school. They gain an excellent understanding of the natural world and eagerly harvest vegetables from their garden to eat. Children have a very wide vocabulary. They receive excellent support from staff, who very skilfully guide their conversations and build their language, such as when discussing what happens to water in a sink with a plug in and what happens when they remove the plug.

Setting details

Unique reference number	511658
Local authority	Hampshire
Inspection number	1061618
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	42
Name of registered person	Jack and Jill Pre-School
Registered person unique reference number	RP519589
Date of previous inspection	18 April 2013
Telephone number	01425 673903

Jack and Jill Pre-School registered in 1989. It operates in Bransgore Village Hall and is managed by a voluntary committee of parents. The pre-school is open from 9am until 3pm on Mondays, Wednesdays and Thursdays, and from 9am until midday on Tuesdays and Fridays, term time only. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs five members of staff who work with the children. Of these, one holds an early years qualification at level 6 and three hold qualifications at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

