

Jack & Jill Preschool

Shelford Road, Portsmouth, Hampshire PO4 8NU



Inspection date	4 April 2019
Previous inspection date	17 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team and committee have worked hard to address the weaknesses from the last inspection. For example, all members of the committee are now suitably vetted and key-person systems have been strengthened. This helps to ensure partnerships with parents are strong and children are well supported. A clear and concise action plan has been developed. This has contributed to the good standards that have been achieved.
- Staff provide an exciting and stimulating learning environment. There is a wide variety of resources to support children's learning. Children can choose what to play with and where to play. This effectively supports their independent decision-making skills.
- Parents report they are very happy with the service the nursery provides. They say staff communicate with them effectively, through verbal discussions or online systems, to ensure they are fully informed about their children's time at the nursery. They fully appreciate ideas to help them support learning at home too.
- Qualified staff have a good understanding of how children learn. They observe children as they play and respond well to children's choice of activities, moving around to deploy themselves effectively to help maintain children's interest.
- Children are active and relish opportunities to play outdoors. Staff use windy weather as an opportunity to teach children about cause and effect. For example, children enjoy watching windmills spin faster and slower in the wind.
- Staff support children with special educational needs and/or disabilities extremely well and quickly identify the areas that they need further support in. Staff work closely in partnership with parents and other professionals to target the support that is offered to children and their families. All children make good progress.
- Staff miss opportunities to include the use of children's home languages, where English is an additional language, to support their understanding, learning and development even further.
- Staff do not obtain enough information from parents about their children's prior learning and abilities when they first join the pre-school.

What the setting needs to do to improve further

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

- increase opportunities for children who speak English as an additional language to use their home language more, to enhance their understanding, learning and development even further
- gain more detailed information from parents about their children's prior learning and abilities on entry to the pre-school, to plan more precisely for their development.

Inspection activities

- The inspector held conversations with the committee chairperson, managers, staff and children throughout the inspection.
- The inspector observed activities both indoors and outdoors to make a judgement on the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents, grandparents and carers and took account of all their views.
- The inspector completed a joint observation with the manager.
- The inspector sampled documents, including children records, policies, safeguarding information and checked evidence of suitability and qualifications of staff.

Inspector

Sarah Denman

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff know what actions to take if they have any concerns about children's welfare. The managers ensure staff keep their knowledge current, for example by attending regular training courses. The committee, together with the managers, have a rigorous recruitment and induction procedure, to help ensure the continued suitability of staff. Furthermore, robust systems are in place to oversee staff performance. This helps to provide relevant guidance and coaching to support staff further in their practice. Staff understand the importance of partnership working and develop good links with other settings children attend. For example, they share children's developmental information to help provide a consistent approach to their learning. The managers review the progress made by individual children and groups of children. This helps to inform planning.

Quality of teaching, learning and assessment is good

Staff offer lots of praise and encouragement to children to help them develop a positive approach to learning. Staff support children's speech and language development. They engage children in conversation and actively listen to what they have to say, using clear language, gestures and signs when necessary. Staff effectively encourage children to use their thinking skills, for instance, they challenge them to estimate how many eggs are in the basket before they count them. Staff further extend this learning as they take away or add eggs to the basket, supporting children's simple addition and subtraction mathematical skills. Staff adapt activities and set achievable targets, to promote children's individual learning well.

Personal development, behaviour and welfare are good

Staff are positive role models for children, who behave well. Children have ample opportunities to play and learn together outdoors. For example, they learn to negotiate and take turns with each other when playing games, such as 'What's the time Mr Wolf?'. Mealtimes are a sociable experience at which staff use every opportunity to encourage children's independence. For example, staff support children to pour drinks and attempt to open food wrappers for themselves. Staff encourage parents to provide healthy packed lunches, which are free of dietary concerns, such as nuts. Children enjoy a variety of visits to the local area such as going for nature walks and on trips to the play park. This helps them learn about the wider world.

Outcomes for children are good

Children are active learners. They learn to use good manners and develop positive social skills as they play with their friends. Children concentrate well as they carry out tasks, such as creating patterns on peg boards. This also helps to strengthen fine hand muscles to support their early writing skills. Children are confident and develop good conversation skills as they talk to visitors, and in circle time, about what they have done during the session. All children have a keen interest in technology and enjoy exploring a wide range of programmable equipment. Children all make good progress from their starting points and are ready to move on to school when the time comes.

Setting details

Unique reference number	143485
Local authority	Portsmouth
Inspection number	10084874
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	48
Name of registered person	Jack & Jill (Milton) Preschool Committee
Registered person unique reference number	RP522819
Date of previous inspection	17 April 2018
Telephone number	02392830040

Jack and Jill Preschool registered in 1986 and operates from the site of Meon Infant and Junior School in Milton, Hampshire. The pre-school is open each day, during term time only, from 8am until 3.30pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight members of staff. One member of staff holds a qualification at level 6 and another five members of staff have relevant qualifications at level 3.

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