

Jack and Jill Pre School

Inspection report for early years provision

Unique reference number	109718
Inspection date	08/03/2010
Inspector	Sylvia Shane

Setting address	Hythe Community Centre, Brinton Lane, Southampton, Hampshire, SO45 6DU
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Type of setting	Childcare on non-domestic premises
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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.

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Description of the setting

Jack and Jill Pre-School opened in 1984. It is managed by a voluntary parent committee. It operates from the hall in the Community Centre in Hythe and serves the local area. Children have use of a large hall on the ground floor and within this area there are accessible toilets. They have close links with the local school and have a designated outdoor play area at Hythe Primary School.

The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children under eight years may attend the group at any one time. There are currently 60 children in the early years age range on roll, some in part-time places. The setting provides funded early education for three and four-year-olds.

The group opens on five days a week during school term times. Sessions start at 9am with a flexible pick up and drop off between 11:30am and 12:30pm; the group finishes at 3pm. Children may attend individual sessions or a stay for the whole day.

There are seven staff who work with the children; five of the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the Early Years Foundation Stage and how to promote children's learning and development. They work well with parents and other agencies to ensure each child's individual needs are met, and promote inclusion. As a result children make good progress considering their starting points, ages and abilities. The new management and team of staff work well together and are beginning to use self-evaluation to monitor the outcomes for children. All documentation required by regulation is in place and through good procedures children are kept safe and secure and their welfare is promoted.

What steps need to be taken to improve provision further?

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

- further develop the evaluation process to effectively secure the parents' views of the setting
- further develop the use of observation, planning and assessment to ensure that all children are able to play in their chosen environment and bring their play to a satisfactory conclusion

The effectiveness of leadership and management of the early years provision

Children are safeguarded as robust recruitment procedures are carried out, this ensures all staff are thoroughly vetted and suitable for employment. Thorough risk assessments are carried out on all areas of the premises and in addition any outings. Staff have a good awareness of child protection procedures and regularly update their knowledge through training. Lower than average, children to staff ratios are maintained and this ensures that staff are effectively deployed to ensure children receive appropriate supervision and support. The majority of staff hold a first aid qualification and parental consent has been obtained to seek emergency advice or treatment. Good information is in place on protecting children's health. Children's registration forms contain all information to safeguard them and ensure staff can meet their individual needs.

The dedicated team work well together and evaluate the effectiveness of the activities to plan for improvements. Although parents are asked to contribute their views, the systems for collating information are not fully embedded. Staff are now using the local authority's system for tracking children's development towards the early learning goals, however, the records are in their infancy. They have kept Ofsted informed of changes to the committee to enable relevant checks to be made. Effective inductions ensure that new staff are fully supported and ongoing annual appraisals are carried out and used to identify staff strengths and development.

The good partnership with parents and other providers delivering the Early Years Framework ensures that each child's key person can plan to support their learning and development. Parents are well informed of their child's learning and have good opportunities to be involved with in the group. Children have daily diaries in which they and their parents can contribute information on their activities and life inside and outside of the setting. Staff work closely with parents and other agencies to assess any welfare or learning needs, this ensures that children are supported, settled, happy and progressing according to their own abilities. The prospectus provides good information on the aims of the setting, activities provided and parental involvement. The policies and procedures are well organised, reviewed regularly and made available for parents. Staff follow through the complaint system effectively and safeguarding procedures are particularly well implemented.

The quality and standards of the early years provision and outcomes for children

Children generally make good progress towards the early learning goals. Staff makes regular observations of children's achievements and on the whole use these to plan for their next stages of development; these are generally based around the children's interest. Staff provide good interaction by asking open ended questions and encourage problem solving by challenging children to think for themselves. Children have good space to play and are able to access a good range of well maintained resources, however, in some area these are not always organised to

encourage and extend children's interest in their chosen activity. The group identified this weakness and as a result have begun to plan to rectify this.

Books are attractively displayed to encourage children to use them and staff ensure that they are also available when outside. Staff show children that books have different purposes, for example, they show children how they can identify the names of insects and bugs. Children regularly visit the library to choose books and learn to take care of them. Staff encourage children to explore and interact at story time using a range of props including puppets. Children are keen to suggest their favourite stories and as a result can predict the outcomes. Older and more able children form recognisable letters as they write their names on their work, younger children learn to mark make, for example, using gloop or in the sand or whilst painting. Through daily routines children are beginning to recognise their written names. For example, they self register on arrival and find their names before sitting down for their snacks. Through a range of games and activities children learn to count for example, through singing songs and counting out the plates for snack time.

Children's creativity and imagination is captured through using a range of resources. For example, children create two dimensional collages or make themselves a crown for their role-play activity. They make up and re-enact their own stories using props from the role play area.

They are provided with a range of resources to stimulate discussion about the differences in abilities and cultures. Children therefore learn to acknowledge the positive ways that different people contribute to the wider world. Since the last inspection the pre-school has introduced more opportunities for children to explore information technology. Younger children are supported when using the computer; however, older children show good skills emerging and are able to move around a variety of programmes through successfully using the mouse. There are plenty of cameras and children proudly display the photographs they have taken.

Children have good opportunities to develop a safe and healthy lifestyle. They have daily opportunities to be outside and engage in a range of activities including physical activities. However, children are escorted into the school grounds for outdoor play at specific times. Staff understand the children need to be able to make choices about this, however have not worked out a system to ensure this. As a result some children's play is interrupted at times and does not come to a satisfactory conclusion. Children are able to access fresh drinking water throughout the session and are provided with a range of healthy snacks, for example, an assortment of fruit, crackers and bread sticks. Activities are used to further promote children's awareness of healthy eating. For example, cooking and home corner activities.

Children are encouraged to be responsible and to put on their coats and shoes when going outside and take themselves to the toilet. Staff support the younger less able children where needed. Children, on the whole, respond well when the bell is rung and they are requested to tidy up. Clear golden rules are consistently applied and children are reminded of the ways in which they can keep safe. For example, staff question them about why they need to hold onto the rope when

they are being escorted outside to the school grounds. Children understand its because they might get lost. They learn to consider others when using the wheeled toys and to manage space appropriately. Children are generally confident communicators and enjoy talking in both small and large group situations; they are forming some strong friendships. Staff acknowledge that for some children this is more difficult than others, therefore support them whilst they learn the skills they need and promote their inclusion.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met

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

Met