

Jack and Jill Pre School

West Bicester Community Centre, Bowmont Square, Shakespeare Drive, Bicester, Oxfordshire, OX26 2GJ

Inspection date

09/12/2013

Previous inspection date

11/07/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff make very good use of the premises and have recently greatly improved the outside area, which helps to enhance children's enjoyment and learning.
- Staff value working in partnership with parents and effective relationships ensure children's individual needs are met and a welcoming environment is provided to all.
- Teaching is good because all staff understand how to promote children's learning and development. Staff motivate children to learn through the purposeful and fun play activities indoors and outside.
- Staff are well qualified and eager to improve their practice. The coaching of staff is effective and focuses clearly on staff's performance to ensure standards are very well maintained.

It is not yet outstanding because

- On occasions, staff do not always organise the routine circle time well so that all children are fully involved in their learning.
- Staff do not consistently organise snack time to consolidate children's independence in doing things for themselves and to learn about healthy living.

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 examined a range of documentation, including evidence of suitability and qualifications of practitioners working with children, a sample of children's records, development plans and staff records.
- The inspector observed children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children, held discussions with the manager and with the chairperson of the committee.

Inspector

Sheila Harrison

Full report

Information about the setting

Jack and Jill Pre School registered in 1984 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a shared community hall with a kitchen, toilets and outdoor play area and has sole use of these facilities during the hours of operation. The pre-school is located on the edge of Bicester and serves the local area.

The pre-school employs seven members of staff. Of these, all hold appropriate early years qualifications at level 3 and one has an early years foundation degree.

The pre-school opens Monday to Friday term time only. Sessions are from 8.50am until 2.50pm. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The pre-school provides funded early education for children aged two, three and four years. It supports a number of children who learn English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the organisation of circle time to allow children to be fully involved and aid their concentration
- develop further opportunities for children to become independent and enhance the hygiene practices at snack time.

Inspection judgements

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

All staff know the children well and, therefore, they effectively meet all their individual needs and interests throughout the pre-school. Children are happy and busily involved in purposeful play. Staff provide rich and varied experiences based on their knowledge of the children's interests, which help children develop good skills for their future learning. They ensure that favourite toys are readily available to quickly engage children in their play. Staff have a good knowledge and understanding of how children learn and develop in the Early Years Foundation Stage. Teaching is good. Staff are very good role models. They show that adults are curious and sometimes puzzled; this helps children know they can solve problems by thinking and questioning. Staff provide a good balance between adult-led play and time for children to initiate their own thoughts and ideas. As a result, children

are making good progress in their learning. Children have valuable opportunities to play and learn outside in a more active way as they explore the properties of their new 'mud kitchen'. They move the resources around the garden freely such as moving the pretend concrete mixer to the large sand pit to expand their imaginative play.

Children's communication and language skills are well promoted. Staff use pictures and sign language to support children to express their choices before they can understand and speak clearly. This includes those who are learning English as an additional language. Children fully participate in the song and rhyme time and greatly enjoy practicing their Christmas songs and rhymes, singing with gusto. Staff give clear instructions that children can understand and follow. They hold the bells still when asked and hold them high when asked to do so. Staff read children exciting stories and children listen attentively. However, the circle time occasionally lasts too long for the younger children to concentrate effectively. Consequently, staff do not fully stimulate the younger children's interests at these times.

Children continue to make very good progress in their learning and development as staff closely observe them at play. Staff record children's progress thoroughly and use this information well to plan precisely the next steps in their learning. This enables the children to develop appropriate skills and attitudes for the next stage of their learning. Children quickly start to progress in their learning as the staff carefully plan activities using the knowledge of their starting points gained from discussions with their parents.

Strong links are in place between pre-school and home. Staff have several ways of communicating effectively with the parents about each child's development and progress. There are frequent verbal discussions, the sharing of home school link books and parents are encouraged to share their children's development at home. Parents see and discuss their children's learning record at the parents' evenings. They are supported to help children's learning at home with the pre-school lending library. Children enjoy choosing a book to take home and share with their parents.

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

Children quickly settle at the pre-school. Staff have a secure settling in procedure and the key person system ensures that children learn to be strong and independent through positive and consistent relationships. Each member of staff has a 'buddy' to ensure that her key children are very well supported on the days they do not work. Parents report how pleased they are with the pre-school settling methods. They are sent photographs of their children at play and are assured their children are well cared for and their individual needs are met. Staff give lots of praise and encouragement, which develops children's confidence as they make friends and try new experiences. This increases their self-esteem and their feelings of security. Staff help the children to behave well. They model good behaviour by being polite and respectful to the children. Staff ensure that there are plenty of buckets of varying sizes in the sand pit so that children do not find sharing difficult.

Staff provide a calm and welcoming environment that enables children to choose freely

and make their own decisions about their play. The playgroup is organised into specific areas of learning and activity such as sand and water play, modelling area and a library area for relaxing and reading. This enables children to know where things are that they need without asking. Staff have improved the outdoor area into an exciting learning play space. Children are well prepared for their move onto school. Staff introduce stories about 'going to school' the teacher comes to visit and meet them as they are confident in this setting.

Children have many valuable opportunities to develop a healthy lifestyle. Parents provide a packed lunch and some fruit for their child's snack. Staff discuss what constitutes a healthy diet as they sit with the children at lunch time. Children play enthusiastically outside in the fresh air. They are learning to use the pedals on the tricycles and carefully use the wooden logs to develop a sense of balance. Children are learning to take appropriate risks without being fearful as they recognise that the logs are slippery during wet and frosty weather. Staff remind children they should walk inside and considerately question them to help them understand how to keep themselves safe. Staff help children to become independent in their self-care skills. They sensitively support children to collect their outdoors shoes from their own named drawers and their coats from their pegs. This helps them to try to dress themselves when going outside to play. The tissues and hand sanitizer are fixed at a low level that enables children to wipe their own noses and then clean hands. However at snack time children are not always fully encouraged to pour their own drinks and they place their snack directly on the table and this does not always fully promote children's understanding of healthy living.

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

Staff effectively acknowledge their responsibilities to safeguard the children attending and understand the procedures to take if they have a concern about a child in their care. There are robust recruitment and checking systems to assess that staff and members of the committee are suitable for their role of working with children and remain suitable to do so. There is a strong commitment to protecting children and the committee have set up a secure 'whistle blowing' procedure to ensure that staff can quickly share any concerns in a variety of ways. Members of the committee and staff have a good understanding of how to meet the welfare requirements. The pre-school staff put helpful information on display and on the website to give parent details of the procedures in place that support their children's health, safety and well-being.

The inspection took place following a notification from the provider, which raised concerns about an accident to a child at the pre-school. The inspection found that although a child sustained an accidental injury, the provider had not breached any legal requirements. The staff are well deployed and recognise and minimise any hazards in the premises. They have suitable training in paediatric first aid and safeguarding children and therefore, understand how to appropriately care for children in an emergency. Staff have fully reviewed the accident and to strengthen their practice now encourage children to be exuberant in more organised games such as music and movement. This helps to further

promote children's safety.

Effective systems for induction mean that staff are familiar with the nursery's policies and procedures and they work well in practice. The management team monitor staff performance effectively through regular supervision meetings and appraisals. There are efficient systems for staff to be suitably monitored in the form of peer reviews. Staff are well qualified and eager to improve their knowledge and practice and attend further training. The manager and deputy found that management training gave them confidence in leading their team and they can see the improvement in the monitoring of the children's progress. Following training staff have changed the layout of the play space. The library area is more inviting and more frequently used by the children. This encourages children's interest in books and reading. Management and staff are committed to the self-evaluation and reflective practice. The manager regularly updates the self-evaluation form, based on the views of staff and parents. This clearly targets priorities to drive improvement.

The pre-school has effective systems for monitoring the children's learning and development. Tracking documents and the completion of the progress check at age two years ensures children's development is monitored well. This helps to ensure that children continue to make good progress in their learning and early intervention can be sought if necessary. Staff build strong and effective relationships with other professionals. This ensures that appropriate interventions are secured so that children receive the support they need. Staff work closely with the local school that children attend to support continuity in their care and learning. Parents have been consulted through regular meetings and questionnaires and can be actively involved in the running of the pre-school through the parents' committee. Parents spoken to on the day of the inspection state how happy they are with the recent improvements to the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	133868
Local authority	Oxfordshire
Inspection number	945280
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	36
Name of provider	Jack and Jill Playgroup and Toddler Group Committee
Date of previous inspection	11/07/2011
Telephone number	01869 600671

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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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