

Jack and Jill Pre-School Ltd.

Inspection report for early years provision

Unique reference number EY390599
Inspection date 01/02/2010
Inspector Nigel Lindsay Smith

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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*.

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Description of the setting

Jack and Jill Pre-School Ltd is managed by a limited company with five directors. The pre-school was originally opened in 1982 and re-registered in 2009 because of the move to new, purpose-built premises in Westbury-on-Trym, Bristol. Children have access to a secure enclosed outdoor play area. Opening times are Monday to Friday from 8.30 am to 4.30 pm. The pre-school opens for 48 weeks per year, closing for Christmas and Easter breaks, and for two weeks during the summer.

The setting is registered on the Early Years Register. A maximum of 48 children in the early years age group may attend the setting at any one time. There are currently 93 children in the early years age group on roll. The setting supports children with special educational needs and/or disabilities (SEND).

There are 15 members of staff, of whom 12 hold appropriate early years qualifications to at least NVQ Level 2. A further three members of staff have degrees in Education, and Early Years; of these, one has achieved Early Years Professional Status.

The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All the children are making excellent progress in their learning and development in the Early Years Foundation Stage (EYFS). The highly skilled staff have an excellent understanding of the children's individual needs. Children share warm and affectionate relationships with staff and also with their friends in attendance. They are looked after in a very safe environment, with close attention given to good hygiene. They are all treated equally and with respect, with their individuality being celebrated.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that accident records contain the full names of children
- develop a two-way flow of information with other providers providing the Early Years Foundation Stage to the children

The effectiveness of leadership and management of the early years provision

Children are very effectively safeguarded. Staff have a good understanding of their child protection responsibilities and attend training to keep up-to-date with current

practice. Effective recruitment and vetting procedures ensure that staff are suitable to work with children. Comprehensive risk assessments promote children's safety within the premises, and on outings. Medication is administered and recorded thoroughly and accidents are managed appropriately, although the record does not include the children's surnames.

Staff are enthusiastic and highly committed to their roles and as a result the pre-school is a very welcoming, safe and stimulating place for children. Equality of opportunity and access for all children is effectively promoted. All children, including those with special educational needs and those for whom English is an additional language, are fully included. Staff have considerate and caring attitudes to each individual child and their families and recognise the uniqueness of each child.

Resources are extremely well-deployed. A stimulating range of activities are available for children to access freely. These effectively promote play and learning across each of the six areas of learning within the EYFS. The arrangements for each child to have a key worker effectively ensures that they make excellent progress in their development. The setting develops links in the community, such as with the library and the schools that most children will move on to. Partnerships with other settings currently providing the EYFS to the children are not yet fully developed to share information about the activities undertaken.

Parents are very effectively engaged in partnership with the pre-school. They are well informed about what is happening, and children's progress is discussed and records shared. Arrangements are in place to carry out a survey of their views. Parents talked to during the inspection commented very positively on the setting, saying that their children are happy and learning across all the areas of learning, and that staff are friendly and helpful.

The directors are committed to providing high quality provision and to driving improvement. The new registration is the result of a plan to move from their previous premises to a building designed to maximise children's enjoyment and learning in a safe and comfortable environment. Staff are keen to undertake training to develop their range of skills. Although they have not completed the Ofsted self-evaluation form, they are involved in the 'Bristol Standard' local authority quality assurance scheme, and they accurately identify strengths and weaknesses in the provision and work successfully to improve.

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

Children are very happy and secure at the pre-school. They are supported extremely well by staff who are sensitive to their needs, and they are empowered to make choices in their play. Children have excellent relationships with the friendly staff and other children attending. The children are very sociable, and proudly show their learning diaries and their personalised drawing books, explaining their pictures to the inspector.

Children extend their experience and understanding of the wider world. The community at the pre-school is enriched by actively acknowledging the identity of all the children. For example, they explore the German festival of St Martin's, progressing from lamp making to an extended investigation into light and dark, utilising the wide range of equipment in the sensory room which includes fibre optic lights and a 'dark den'.

The children have extensive opportunities to develop their creativity. They draw, paint, cut and stick using the varied materials available to them. Staff use children's interest in dinosaurs to introduce an activity mixing them with foam; the children experiment with the textures and practise their mark making skills by making shapes in the foam. When staff introduce clay as a result of the children's interest in salt dough, children add in their dinosaurs and create a variety of landscapes. They industriously mix paints together to make handprints, offering advice to each other and enjoying the experience of being 'messy' as they express themselves. Children of all ages spontaneously role play, for example younger children recall when the home corner was a hairdresser's salon, and incorporate this in their play. Older children arrange chairs in the garden and go on an imaginary train journey to London and on to Disneyland. Their use of imagination is encouraged by a wide range of props used by the staff when telling stories and singing songs. These are also used for children to develop memory skills, for example a game of hiding props used in the 'Goldilocks' story, with the children excitedly remembering what has been removed.

Children develop skills of problem solving, reasoning and numeracy in activities such as biscuit making, where they learn the effect of different quantities of ingredients, and in games that they keenly play together such as finding dogs with the right number of spots. Their skills for the future are enhanced by using programmable equipment such as 'bee-bots', where they learn about numbers, colours and shapes through enjoying the game with their peers.

The children have extensive opportunities for exercise as they make daily use of the garden and they balance on stilts and blocks, ride wheeled equipment and enjoy yoga sessions and soft play equipment in the 'roly poly room'. They have good opportunities for fresh air as they use the well-resourced outdoor classroom for a wide range of activities. Children are provided with healthy snacks and are able to access drinking water at any time so that they do not become thirsty. They bring packed lunches and staff monitor their mealtimes to ensure that any allergies are taken account of.

Children behave very well as they are constantly engaged in stimulating activities in groups and by themselves, and are sensitively supported by the good ratio of adults.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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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