



Bristol Standard Birth to Five

Pathway 1 / Year 3



1. Details of Setting

Contact Name

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Setting Name

Jack and Jill Pre-school

Setting Website

<https://www.jackandjillpre-school.co.uk/>

Type of Setting

Early Years

Local Authority

Bristol

Validation Month

July

Validation Year

2023

Address

Address Line 1

60 Falcondale Road

Address Line 2

-

City

Bristol

County / Region

-

Post Code / ZIP

BS9 3JY

Country

United Kingdom

Ofsted

Ofsted Outcome

Outstanding

Inspection Date

Nov-19

URL / Link

<https://reports.ofsted.gov.uk/p>

Places

Number of Places

48

Age Range of Children

0-5

Number on Roll

78

Details of Practitioners

Number of Practitioners (full-time equivalent)

15

Qualification of Practitioners

1 Level 2 10 Level 3 1 Level 4 3 Level 5 2 Level 6 2 Level 7

Brief Description of Setting

Jack and Jill is a long established setting for children aged 0-5 in Westbury on Trym. We have an Under 2's room (The Nest), Toddler room (Little Ark) and pre-school Room (Ark).

Describe how you completed your self-evaluation, i.e who took overall responsibility and their position in the group? Who else was involved?

As Managing Director I oversee the completion of the Bristol Standard, however the responsibility for the content comes from a number of different staff including practitioners and Room Leads; it is very much a collaborative effort.

2. Dimensions

Dimension 2 - Relationships and Interactions

Strength - 1

Area of Strength - What we do well

In the Ark and Little Ark we support children to manage and understand their emotions by giving children the opportunity to participate in a Colour Monster activity using a mirror, a pop book, jars, colour cubes and Colour Monster people. This activity enables all children to express how they are feeling each day using their preferred mode of communication. Staff role model how they are feeling and give examples of what happened to make them feel that way, staff listen and acknowledge and value each child's choice of feelings. From our very youngest children in the Nest staff name feelings to enable children to identify and learn about their feelings, "I can see that you are sad". Small group activities throughout the pre-school supports children to build on their learning of managing and understanding their emotions. The Colour Monster wall with mirror and colour monster cards enables the children to replicate the activity with each other or on their own.

Evidence Images

#1, colour monster.jpg



Our Colour Monster Bag with puppets

Evidence Files

#1, how do you feel today.jpg

One of our pre-schoolers independently using the How do you Feel Today board

Strength - 2

Area of Strength - What we do well

Staff tune in to changes in behaviour and what the behaviour is trying to communicate. Staff observe, listen and communicate with each other to reflect on what we are seeing and if changes needs to be made to the environment, routine, etc. We talk to parents to establish if the behaviour is the same at home and strong relationships between parents and key carers enables us to have open conversation about any changes at home and ensure that the support given to the child is consistent between home and pre-school. Working with parents to find the right strategies for the child, eg the 3 point plan, a calm to crisis behaviour support plan and a consistency plan.

Evidence Images

#1, Calm to Crisis 1.jpg

Supporting Behaviour Plan (Calm to Crisis)					
Name of child:		Date: <small>(include dates of all reviews)</small>		Agreed by staff:	
Regular presentation of child <small>Happy, calm, feeling ok, focused, learning</small>	Known triggers <small>Sad, sick, tired, bored, moving, slowly</small>	Anxiety - Stage 1 <small>Frustrated, worried, silly/wiggly, excited, loss of some control</small>		Defensive/Escalation - Stage 2 <small>Frustrated, worried, silly/wiggly, excited, loss of some control</small>	
<ul style="list-style-type: none">• On•	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Possible adult response					
<ul style="list-style-type: none">• Praise• Check ins	Use adult change of face. Script: "Help is available", "More help is available"	Helpful strategies	Unhelpful strategies <ul style="list-style-type: none">•	Helpful strategies	Unhelpful strategies <ul style="list-style-type: none">•

Working with parents and the child we try to find the right strategy for the child using a calm to crisis behaviour support plan and a consistency plan.

Evidence Files

#1, Calm to Crisis 2.jpg

Our Calm to Crisis sheet

Strength - 3

Area of Strength - What we do well

We empower children to resolve their own problems and conflict from a very young age. All staff have Achieving Positive Behaviour training which includes conflict resolution. This is revisited

annually but also part of the induction process. Parents are invited to attend a Achieving Positive Behaviour training evening to ensure consistency using role play to demonstrated Conflict resolution strategies. Staff role model these strategies with each other and using puppets. Staff observe, listen and wait to allow children time to resolve their own problems and conflicts. Staff suggest ideas using "I wonder", that could solve the problems empowering the children to make their own choices and learn the problem solving strategies. Eg I wonder what we could do to solve the problem, I wonder if the sand timer might help?

Evidence Images

#1, Emotion dolls.jpg



Emotion dolls available during freeplay but also used in small group activities

Evidence Files

#1, Literacy.jpg

Popular books available in the bookshelves for independent 'reading' but also used in small groups and circle times.

Target D2-a

Areas to focus on next - targets D2-a

Introduce the Colour Monster book, visuals and resources in the Nest.

Benefits for the children - related to targets D2-a

Children will then learn to identify and understand their feelings from a young age.

Target D2-b

Areas to focus on next - targets D2-b

Provide the children, parents and staff with more opportunities to get together as a community organising events such as our tea party for the Coronation.

Benefits for the children - related to targets D2-b

Children will benefit by understanding they are part of a community and increase their sense of belonging.

Target D2-c

Areas to focus on next - targets D2-c

Re-appoint parent representatives as due to Covid this valuable resource/relationship was lost.

Benefits for the children - related to targets D2-c

Children's voices will be represented by their parents, they will feel valued and have a sense of belonging

Target D2-d

Areas to focus on next - targets D2-d

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Benefits for the children - related to targets D2-d

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Tasks to be done in order to achieve targets for D2-a

What will be done

Update Colour Monster book, visuals and resources for Under 2's room

By Who

Room Lead

By When

Christmas 2023

Tasks to be done in order to achieve targets for D2-b

What will be done

Refresher 'emotions' training for Under 2's staff

By Who

Manager and Room Lead

By When

Christmas 2023

Tasks to be done in order to achieve targets for D2-c

What will be done

Identify opportunities in the calendar to get together with parents and community

By Who

Room LEads and Management team

By When

Publish dates and activities on termly calender

Tasks to be done in order to achieve targets for D2-d

What will be done

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By Who

-

By When

-

Dimension 4 - The Physical Environment

Strength - 1

Area of Strength - What we do well

We ensure that we use the different areas of the building to meet the individual needs of each developmental stage. Whilst children get the opportunity mix with other of different ages we have areas specially dedicated to their individual needs. The Nest: A room dedicated to the 1-2 year olds. It provides children with a safe and caring environment to learn, develop and grow. The room consists of a changing station, cushioned book area, play mats, creative area and a table and chairs for snacks and lunch time. Children also have access to our outside deck areas so that outdoor time can be enjoyed whatever the weather. All our resources are suitable for age and stage of development, accessible to the children and promote all areas of the EYFS but specifically the three prime areas. There is a separate room for our nap time which allows the children to truly rest and sleep well. The Little Ark: A room dedicated to the 2-3 year olds. It provides children with a safe and caring environment where children begin to build positive relationships and develop their independence whilst their play is scaffolded and supported by adults. The room consists of a creative area, book corner, construction area, role play area and outside deck area that can be used during free-flow. All our resources are suitable for age and stage of development, accessible to the children and promote all areas of the EYFS. The Little Ark environment offers the important first steps for 2-3 year olds, providing opportunities for sharing, turn taking and being kind to one another. The Ark: A room dedicated to 3-4 year olds, for the pre-school year prior to primary school entry. The children become familiar with our more structured routine, which involves both child initiated and adult led activities, both fundamental for preparing the children for school life. All our resources are suitable for age and stage of development, accessible to the children and promote all areas of the EYFS. A variety of daily activities provide children with opportunities for developing their personal, social and emotional, communication and language and physical skills in preparation for 'school readiness'. Our small group activities and circle times are daily opportunities for the children to learn and contribute in a smaller group. Small group and circle times provide a more structured time for learning and opportunities for shared sustained thinking. The Ark offers the very important stages to help children get ready for school and prepare them for their future learning and successes. At Jack and Jill Pre-school we have our own dining room specifically for the children to enjoy their snacks and meals. Dedicated qualified dining room staff support and encourage the children to develop an awareness of good eating habits, make healthy food choices and try something new whilst developing their social skills. The Dining Room also provides a hygienic cooking area where the children can develop their culinary skills, exploring new tastes and textures. Furthermore it is another way that our physical environment helps the children for their next stage at school by getting used to transitioning to a different room and being around different staff during

their lunchtimes. Our covered deck area enables the children to access outdoor activities freely in all weather conditions. The garden area provides the children with a safe place to explore the outside world and enjoy outdoor activities that include the seven areas of learning as well as explore the characteristics of effective learning through play.

Evidence Images

#1, DSC00427.JPG



Dedicated sleep areas allow for a peaceful and comfortable rest.

Evidence Files

#1, IMG_5228.JPG

An example of one of our rooms in which areas are zoned to encourage play in different areas of the curriculum but also allow for open ended unplanned activities that develop from the children's play.

Strength - 2

Area of Strength - What we do well

Communication friendly spaces (CFSs) are built into the physical environment both indoors and outdoors and in all areas of the setting. Our communication friendly spaces make communication easy and enjoyable as they are spaces which are welcoming and often partially enclosed to add a level of comfort and 'privacy' for the children to communicate with their peers or resources through role play and imaginary play. Often it is in the communication friendly spaces that high quality interaction and sustained shared thinking can happen too. Sometimes it is in these spaces that the children feel most comfortable sharing their thoughts and learning. For one child in particular who

was finding it difficult to integrate with her peers, we used pupil premium money to build a communication friendly space entirely based on her interests set in the area of the room in which she felt most comfortable. Over the course of the year her confidence in communicating has improved greatly. At first it was an area in which she communicated mainly with toys and resources in role play but then gradually she became more confident communicating with her key carer by 'inviting' her into her space. Now it is an area in which she enjoys communicating and playing with lots of children, not just her closest friends. Our communication friendly space support all the children in talking, listening, understanding and are a crucial part of the children's social and emotional development. In turn the CFS's support improved communication, thereby improving relationships; building empathy; increasing self awareness; increasing confidence in communication and allows children to sometimes approach conflict in a more constructive way by 'using their words'.

Evidence Images

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Evidence Files

#1, Communication Friendly Spaces.pptx

These are just a few of our Communication Friendly Spaces. You can see some have been created by the children themselves whilst others are there already for them to explore.

Target D4-a

Areas to focus on next - targets D4-a

Audit our Outdoor Provision for Under 2's

Benefits for the children - related to targets D4-a

Children will benefit from a more stimulating environment that is differentiated to their individual needs

Target D4-b

Areas to focus on next - targets D4-b

Improve our funky fingers activities for our 2 and 3 year olds.

Benefits for the children - related to targets D4-b

Children will benefit from building fine motor skills and confidence required for early, emergent writing and then writing skills in their next stage.

Target D4-c

Areas to focus on next - targets D4-c

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Benefits for the children - related to targets D4-c

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Target D4-d

Areas to focus on next - targets D4-d

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Benefits for the children - related to targets D4-d

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Tasks to be done in order to achieve targets for D4-a

What will be done

Complete Outdoor Audit of our Under 2's provision

By Who

Manager and The Nest team

By When

Easter 2024

Tasks to be done in order to achieve targets for D4-b

What will be done

Identify a range of funky fingers activities for our 2 and 3 year olds

By Who

Deputy Manager/Room Lead

By When

Easter 2024

Tasks to be done in order to achieve targets for D4-c

What will be done

-

By Who

-

By When

by when

-

Tasks to be done in order to achieve targets for D4-d

What will be done

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By Who

-

By When

-

Dimension 9 - Partnerships with Parents and the Local Community

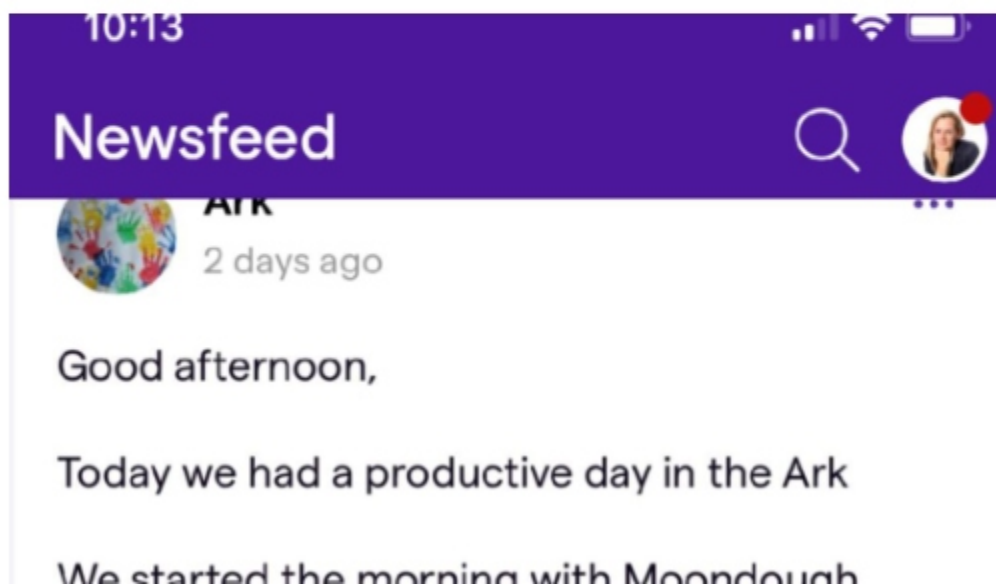
Strength - 1

Area of Strength - What we do well

We communicate effectively with parents through our Family app. This is a way of communicating directly with parents and carers about their child's day and needs. This allows parents to have direct communication throughout the day with their child's key carer. Some of the ways parents use the app are: to share photos of family day trips and holidays; share photos of family for the child's WOW book or Family Book; let us know how their child was feeling in the morning if they were at a rush at drop off; let us know that someone different is picking up their child or that they will be picking up at a different time (this is particularly useful so that we can talk to the child in advance about a change to their routine); accept invites to activities such as Forest school, tea parties or parents evenings; update their permissions for their child; update key information such as contact information or vaccine status. For our practitioners the app allows them to communicate a range of information for the benefit of the child such as: daily updates about what activities have been available for the children to enjoy; updates on themes, sound of the week and sign of the week; details of nap times and nappy changes and other. Apart from the practical application of the app on a daily basis, it has also allowed us to maintain that link with parents and carers even if they aren't at drop off or pick up (for example if parents are poorly or away with work). We have children with all different strengths and needs at our setting and we communicate effectively the range of support and guidance available to parents. Often this is done through the app. We share details of speech and language drop in sessions for example and encourage parents to go along as a first step to gaining support. But on a more general level the app is useful to share safety notices such as warnings about button batteries or seasonal dangers such as fireworks.

Evidence Images

#1, Family newsfeed.jpg



we started the morning with moon dough
making space men & space ships

Followed by..

🌟 tummy ache board game - this was popular

🌟 free play

🌟 garden time - riding bikes and scooters

🌟 Circle time

🌟 story time using books from the library

🌟 arts and crafts making leaves and acorns-
this was also very popular

🌟 Sang happy birthday to Ms McDonald for
Saturday

Have a good evening 😊

Miss Smith, Miss Jones and Ms McDonald

This is an example of daily feedback via the app to encourage communication at home and also to encourage children to make links in their learning.

Evidence Files

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Strength - 2

Area of Strength - What we do well

Our WOW books form a really important part of nurturing our partnerships between us and parents and children. The WOW books are part of the child's celebration of their time and progress at Jack and Jill. Primarily the WOW books allow us to share with parents the children's experiences and achievements. The children take their WOW books home to share with parents and other family members but also love to share them with their peers and visitors. Parents contribute to these books too with achievements from home and photos of family trips and visits. Our parents

always respond fondly to taking their final WOW book when their child transitions to school and often comment on what a precious memory it is of their time at Jack and Jill. The WOW books are often a way of reassuring the parents of how much their child is engaging and settled

Evidence Images

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Evidence Files

#1, SKM_C22723092912021.pdf

This is a fairly typical page of a WOW book allowing the child and the parents to see how he has been engaging with the activities at nursery. It also allows us to celebrate characteristics of effective learning (creative chameleon).

#2, SKM_C22723092912020.pdf

These are pictures the family have sent in for us to share with their child. This opens up so much opportunity for communication and language development but also continues to fuse the bond between setting and family.

Strength - 3

Area of Strength - What we do well

We encourage families to attend at least one forest school session with their child. This gives us plenty of opportunity to observe the parent interaction with their child and gives us an insight into their family culture. This also gives parents an informal opportunity to bring feedback that improves our provision. Most importantly it is a wonderful opportunity for the parent and child to communicate and interact in an environment that they can both explore together. The Forest School lead role models risk assessment and risk benefits giving parents more confidence to explore the outdoors with their child independently. It offers a lovely opportunity for parents and children to make shared memories of their experiences together. It is another way that we build the relationships between setting and home. Forest school gives parents the chance to see their children learning in a different environment and experiencing different activities often in a more independent, confident and risk-taking way than they may at home. We have also found over the years that it is a session often attended by the father of the child. Sharing this experience with their male role model has a really positive effect on the wellbeing of the child and the parent.

Evidence Images

#1, IMG_0122.JPG





A father enjoying a forest treasure hunt with his child.

Evidence Files

#1, IMG_0114.JPG

children enjoying forest activities with a grandmother

Target D9-a

Areas to focus on next - targets D9-a

Use the knowledge and skills of our parents (and other family) to share new or different experiences with children.

Benefits for the children - related to targets D9-a

Children will benefit from seeing parents and carers in their setting. Parents will provide positive role models as well as extending learning opportunities and inspiring curiosity.

Target D9-b

Areas to focus on next - targets D9-b

Encourage parents to contribute, comment or question

Benefits for the children - related to targets D9-b

Children will benefit as all parents (as the child's primary educator) can influence and improve our practice and provision. When parents feel they have a voice and are considered key partners this has a positive effect on children's wellbeing and development.

Target D9-c

Areas to focus on next - targets D9-c

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Benefits for the children - related to targets D9-c

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Target D9-d

Areas to focus on next - targets D9-d

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Benefits for the children - related to targets D9-d

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Tasks to be done in order to achieve targets for D9-a

What will be done

Discuss with room leads and staff how to reintroduce some of the activities 'lost' during Covid and explore new options for getting parents involved.

By Who

Room Leads

By When

Christmas 2023

Tasks to be done in order to achieve targets for D9-b

What will be done

Survey current parents about how they would like to be involved. Discuss with local primary schools/PVIs how they encourage stakeholders to comment and question.

By Who

Manager and Administrator

By When

Christmas 2024

Tasks to be done in order to achieve targets for D9-c

What will be done

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By Who

-

By When

-

Tasks to be done in order to achieve targets for D9-d

What will be done

-

By Who

-

By When

-