

Jack n Jill Preschool

Stonelodge Community Centre, Hawthorn Drive (South West), Ipswich, Suffolk, IP2 0QY



Inspection date	10 May 2017
Previous inspection date	13 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 pre-school is organised effectively to continuously improve the provision and provide a good quality of care and education for the children. Staff work well together as an enthusiastic and motivated team.
- Staff use what they know about the children to plan interesting and stimulating activities that are rooted in their interests. Children make good progress from their starting points.
- Staff engage children in conversation, challenge their thinking and give them time to consider questions before answering. Children are encouraged to communicate and trial their own ideas.
- Children respond positively to the high expectations of staff. Staff talk to children in a calm, respectful manner, gently reminding them about the need to share, take turns and consider the needs of others.

It is not yet outstanding because:

- On occasions, staff do not fully consider younger children's level of engagement and help them to get the most from activities.
- The manager does not yet rigorously monitor the effectiveness of staff's teaching skills in order to identify ways to build on the already good practice.
- Staff are not fully successful in encouraging all parents to share what they know about their child's learning at home.

What the setting needs to do to improve further

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

- enhance teaching skills so that staff consistently help younger children to get the most from activities
- extend the existing systems for evaluating and monitoring staff performance to continue, to build on good practice and raise the quality of teaching to the highest level
- explore further ways to encourage all parents to continue to share what they know about their child and engage them even more in their child's development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the pre-school manager, who is also the provider.
- The inspector held a meeting with the pre-school manager and provider, including discussions about self-evaluation. The inspector looked at relevant documentation, including evidence of the suitability of staff working in the pre-school and a selection of policies and other records.
- The inspector looked at activity planning and records of children's learning.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the indicators of abuse and know how to report concerns in order to safeguard children's emotional and physical well-being. Management and staff reflect on the service that they provide and seek the views of parents. An action plan for development is in place that is challenging but achievable. Staff implement what they have learnt from training courses and workshops, in order to build on the good quality of provision. Partnerships with parents are friendly and trusting. Parents are kept well informed about how their children are learning and developing. They report that they find staff to be friendly and welcoming. Children's move on to school is managed well.

Quality of teaching, learning and assessment is good

Children benefit from interesting resources that staff use to promote their continuing progress towards the early learning goals. The rooms are organised well to enable children to access and use toys and resources independently. Children enjoy playing in the garden, where staff promote all areas of learning. For example, a work shed has been established as part of the role play builder's yard, where children can use notebooks, pens and keyboards to practise their literacy skills. Children are able to use real hammers, screwdrivers, screws and nails. Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They provide children with opportunities to use their home language in their play, as well as giving them sufficient opportunities to learn to speak English.

Personal development, behaviour and welfare are good

Staff provide a welcoming learning environment in which children feel secure and confident to express themselves. Children are happy, settled and play harmoniously together. They build close emotional attachments to staff. Children who have special educational needs are supported well in the setting. The key-person system is implemented effectively. In the absence of the key person there is another named adult to ensure that children's care and learning continues to be promoted. Children's health needs are met well, for example, through robust nappy-changing procedures. Older children manage their own self-care needs, relevant to their ages.

Outcomes for children are good

All children make good progress, including those for whom the pre-school receives additional funding. They develop the key skills needed to be ready for school. Children are independent, enthusiastic and motivated learners who confidently lead their own learning. Children enjoy stories, readily selecting books to share. They understand that print carries meaning.

Setting details

Unique reference number	251534
Local authority	Suffolk
Inspection number	1087709
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	48
Number of children on roll	101
Name of registered person	Jack n Jill Pre-School and Nursery Committee
Registered person unique reference number	RP906815
Date of previous inspection	13 May 2014
Telephone number	01473 680887

Jack n Jill Preschool registered in 1980. The pre-school employs 15 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, including one with early years professional status. The pre-school opens from Monday to Friday during school term times. Sessions are from 9.15am to 3.30pm, with a breakfast club from 8.30am to 9.15am. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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