

Inspection of Jack & Jill Preschool

Littlehaven Infant School, Hawkesbourne Road, HORSHAM, West Sussex RH12 4EH

Inspection date: 4 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children come into the pre-school happily and are eager to start their day. They form good relationships with the friendly and caring staff, who get to know them well. Staff adapt the daily routine to ensure they can meet all children's needs well. For instance, they took a small group for an impromptu walk when staff recognised that these children needed some quiet time in the fresh air away from the busy pre-school environment. Staff are highly sensitive to children's individual needs, which helps children feel safe and secure.

Children respond well to the high expectations of staff. They behave well and are kind to their friends. They grow in confidence and learn to do things for themselves. They independently put their belongings away when they arrive, help set the table for snack and get out resources to play with. Children begin to speak confidently and are eager to share their news. They have fun while they develop their physical skills. They enjoy building a bridge with soft shapes and using their hands to steady themselves as they balance along it.

Although parents drop children off outside due to the COVID-19 pandemic, staff ensure they talk to them daily to keep them informed. Staff work well with other professionals where appropriate and make effective use of any additional funding to ensure all children make good progress.

What does the early years setting do well and what does it need to do better?

- Staff create an interesting and stimulating environment, where children can explore and be curious. They provide experiences that build on children's knowledge and skills and think carefully about what children need to learn next. For example, during a game, staff give children individual tasks when they catch a ball. They ask older children to clap out the beats in words, while younger children match colours or name body parts. This helps ensure all children are challenged according to their needs and abilities and supports their good progress.
- Staff are calm and patient. They gently guide children to help them resolve any disputes with their friends, such as sharing a toy or asking if they can have the next turn. This helps children learn to manage their own behaviour and treat each other with kindness and respect.
- Children become engrossed in their learning and benefit from hands-on experiences that build on their knowledge of the world. They are delighted when the rabbits enjoy eating the dandelions that they collected on a walk. Staff teach them how to clean the rabbits' water bowls and fill them up with fresh water. Children are proud to take responsibility for these small tasks, which helps build their confidence and self-esteem.

- Children develop a love of books and eagerly ask staff to read to them. Staff plan activities around a different book each term and children get to know it well. They listen attentively and recall familiar words and phrases. Staff talk to children about stories and engage them in conversations during activities, such as in the creative area. They ask them questions about what might happen next, or what colour they think blue and red will make if they mix them together. However, at times, staff do not give children enough time to think things through and voice their ideas or suggestions.
- Staff take prompt action when they identify any gaps in children's learning. They adapt their own practice and make referrals to other professionals to ensure all children receive the support they need. This approach helps ensure any children with special educational needs and/or disabilities are fully included. For example, staff plan small-group outings or activities for children who might find a large-group overwhelming.
- Parents speak highly of the pre-school. They comment that staff are supportive and keep them well informed. Staff share regular updates about children's progress and daily routines and offer ideas to continue learning at home. When children start, staff obtain useful details about children's home life and experiences to help them settle in. However, they do not gather as much information as they could about what children already know and can do, to support a swift assessment of children's development.
- Managers and staff reflect on their practice and identify areas where they can further develop and improve the provision. For example, they recently created a new activity space, where children can enjoy physical play or smaller group times. They are closely monitoring the impact of this change. Managers provide effective support and coaching to staff to help them continually develop their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Managers conduct robust recruitment checks to make sure staff are suitable to work with children. They ensure that staff complete relevant training, so that they understand their role in protecting children's welfare. Staff demonstrate a secure knowledge of how to recognise possible signs of abuse or neglect, including wider safeguarding matters, such as radicalisation. They understand how to report any concerns they have about a child or about the conduct of another member of staff. The premises are safe and secure. Staff conduct daily checks to ensure they identify and remove any hazards. They supervise children closely at all times.

What does the setting need to do to improve?

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

- gather more information from parents about what children already know and can do before they start at the pre-school, to enable staff to plan for children's learning from the outset
- support staff to give children enough time to process their thoughts and express their ideas, when responding to information and questions.

Setting details

Unique reference number	EY393983
Local authority	West Sussex
Inspection number	10226646
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 10
Total number of places	34
Number of children on roll	106
Name of registered person	Jack & Jill Playgroup Committee
Registered person unique reference number	RP904976
Telephone number	07798 726 391
Date of previous inspection	7 December 2017

Information about this early years setting

Jack & Jill Preschool was established in 1994 and registered at the current premises in 2009. The pre-school is open from 7.30am to 6pm from Monday to Friday, during term time only. It offers before- and after-school care as well as pre-school sessions. There are seven members of staff, six of whom hold appropriate early years qualifications at level 3. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents and carers shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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