

# Jack & Jill's Childcare Radford



Stokingway Close, Plymstock, Plymouth, PL9 9JL

<b>Inspection date</b>	25 February 2015
Previous inspection date	19 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Managers and staff work together as a highly committed team to deliver a good quality service for children and families. They strive to improve and, as a result, continuously develop their practice.
- Managers and staff form strong and supportive partnerships with parents. Consequently, children benefit from a consistent approach to their learning and development.
- Staff promote children's emotional development exceptionally well. This enables them to feel safe and secure, and develops their resilience at times of change.
- The pre-school works in close partnership with other settings children attend. There are effective arrangements in place to promote children's confidence as they move on in their learning.
- Staff monitor children's learning closely, and provide prompt and effective additional support when necessary, so that all children make good progress.
- Children develop good levels of communication and language skills due to the positive interactions and support which staff provide during activities and play.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to promote children's mathematical language, for example, by comparing sizes and noticing shapes in the environment.
- Children do not always have access to the outside area whenever they choose. This reduces opportunities for them to develop their ideas and physical skills outside.

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## What the setting needs to do to improve further

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

- enhance children's mathematical skills further by regularly incorporating mathematical language and concepts into children's play
- extend opportunities for children to move more freely between indoors and outdoors, enabling them to develop their ideas and physical play further.

### Inspection activities

- The inspector observed the quality of teaching and the impact it has on children's learning, indoors and outdoors.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and area manager and viewed relevant policies and children's records.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector checked records detailing staff suitability and discussed self-evaluation processes.

### Inspector

Margaret Baird

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## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a good range of activities to promote children's learning and development across all areas of learning. Indoors, children have free access to a wide range of toys and resources which help them develop independence. However, children are not always able to choose to take their play outside, which reduces opportunities to develop their ideas freely and be active outside. Staff plan activities which encourage exploration and development of early writing skills. For example, children were excited to explore coloured sand that had been mixed with water. They noticed the different marks they could make with their fingers and talked about textures. Children are encouraged to count and recognise numbers during routines and as they play. However, staff miss some opportunities to extend children's mathematical understanding and language further, for example, by comparing sizes and noticing shapes around them.

### **The contribution of the early years provision to the well-being of children is good**

Staff form exceptionally strong, supportive bonds with children and families. The promotion of children's well-being is central to all they do. Staff use highly successful strategies to support all children. Staff take time to get to know parents and children when they start. Staff help children extremely well, allowing them to explore the environment at their own pace. Consequently, children settle quickly and parents feel fully included in their child's care and learning. Staff are extremely good role models and play alongside children helping them to understand how to share and take turns. This helps children to make friends and to quickly understand what behaviour is acceptable. Children enjoy using high quality resources, indoors and outdoors. Staff organise them creatively to engage children's interests. For example, children were delighted to explore the sounds they made using pots and pans, which staff arranged to attract their interest outside.

### **The effectiveness of the leadership and management of the early years provision is good**

Managers have a secure understanding of their responsibilities to safeguard children. They ensure that all staff implement policies and safe working practices effectively to support children's health, safety and well-being. Managers implement effective arrangements for recruiting new staff, regular supervision and monitoring of teaching. This leads to a high level of consistency and quality of practice. The programme of professional development is comprehensive and staff are reflective of their work, sharing good practice with each other. As a result, staff are enthusiastic, they have up-to-date knowledge and children experience a rich and challenging range of activities. Managers use effective self-evaluation processes, which takes account of the views of children and parents, to make continuous improvements to the pre-school.

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**Setting details**

<b>Unique reference number</b>	117219
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	840102
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	54
<b>Name of provider</b>	The Royal Naval Pre School Learning Organisation Committee
<b>Date of previous inspection</b>	19 July 2011
<b>Telephone number</b>	01752 481152

Jack & Jill's Childcare Radford registered in 1985. It has sole use of purpose-built premises on the Royal Navy base in Plymstock, Devon. The pre-school opens five days a week during school term times. Sessions operate from 9.15am to 11.45am, Monday to Friday and from 12.30pm to 3pm, Monday to Thursday. A lunch club runs from 11.45am to 12.30pm. Care is also available during school holidays. The pre-school is in receipt of early education funding for children aged three and four years. There are eight members of staff, of these, one holds Early Years Professional Status, five have an early years qualification at level 3 and one has a qualification at level 2.

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