

Jack & Jill's Childcare Crownhill



Crownhill Royal Naval Pre-School, Crownhill Fort Road, Plymouth, Devon
PL6 5BX

Inspection date	27 February 2019
Previous inspection date	2 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children settle quickly into the pre-school as staff work in partnership with parents to understand the child's interests and needs. Parents experience how staff support children with language and play through planned sessions which recently included making bird food hangers and reindeer food. Parents speak very highly of their child's experiences of the pre-school.
- Children of service families build resilience and cope better with separation and change because staff understand the emotional aspects of separation and how they can impact on the child. They have created separation support materials that can be used by the whole family.
- Key person systems are well developed and provide nurturing support to children and parents. For example, a younger child runs to greet their key person on entering the pre-school at the start of the day to give them a hug.
- Children are excited to explore and learn within the bright and inviting, well maintained pre-school room. Children are kept safe by well trained staff and a range of systems that ensure health and well being throughout the day.
- Children with special educational needs and/or disabilities (SEND) make good progress as staff implement all recommendations from supporting professionals and work closely with parents to ensure consistent interventions.
- Staff need to create opportunities to develop early literacy knowledge and writing skills through play and group work.
- Staff need to increase children's access to physical play opportunities that provide challenge for children to develop new skills and enable children to assess risk for themselves.

What the setting needs to do to improve further

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

- Increase opportunities to develop children's early literacy development and writing skills
- develop the range of physical activities provided to enable children to challenge what they can do and begin to understand and assess risk for themselves.

Inspection activities

- The inspector observed children engaged in activities and their interactions with staff.
- The inspector held discussions with parents, children and staff.
- The inspector and the manager observed staff practice during the inspection and shared their observations.
- The inspector held meetings with management.
- The inspector sampled documentation relating to safeguarding children and promoting their welfare.

Inspector
Dilys Vincent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Children are kept safe as the leadership team are effective in ensuring all staff access training to support the safety and well being of the children. They are robust in their recruitment and induction procedures. Staff confidently recognise and take appropriate action if they have a cause for concern. Children learn from skilled staff who are well supported in their professional development through the appraisal and supervision systems. Children have enhanced learning experiences as a result of effective self-evaluation. The healthy eating project and the development of mathematical experiences and language within all aspects of play, are examples of this.

Quality of teaching, learning and assessment is good

Children enthusiastically engage in play opportunities and activities matched to their interests. They confidently talk about what they are doing and how they want to develop their ideas further. A child led music session, which starts as exploring sound develops into a concert and then band which marches around the inside and outside areas of the pre-school. This included almost all of the children, who excitedly sang as they played. Staff skilfully model, explain and extend children's vocabulary, for example staff comment on the children's play as they explore the sensory table. The adult uses new vocabulary to describe the texture of the pasta and children use the new words they have learnt as they respond to questions. Staff teach about the conditions for seeds to grow and support the children to plant their own cress heads. Staff work well as a team and support children's next steps in learning. They make accurate assessments and monitor progress children make from when they start at the nursery, these are shared regularly with parents.

Personal development, behaviour and welfare are good

Children develop strong bonds with their key person from their first days at pre-school, staff know the children's interests and needs well. Children learn about appropriate rules and boundaries and play cooperatively. When a child finds the music a little loud, the adult supports them to ask if the group can be a little quieter, the group then play the instruments more quietly. The younger children benefit and learn from their older peers. For example, a younger child watches an older child pluck the string on the guitar and then copies showing delight at the sound they have made. Children take responsibility and develop independent self-care skills, for example, following the photographs at the tissue table, putting their tissue in the bin and washing their hands.

Outcomes for children are good

All children make good progress from their starting point, including children who have special educational needs and/or disabilities (SEND). Children are well prepared with the skills and knowledge they require for their future learning in school. They are confident speakers and share their ideas and thoughts. They are able to take part in a large group session, listen to others and relate discussions to their own experiences.

Setting details

Unique reference number	117182
Local authority	Plymouth
Inspection number	10072306
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	2 - 4
Total number of places	24
Number of children on roll	20
Name of registered person	The Royal Naval Pre School Learning Organisation (Western Area) Committee
Registered person unique reference number	RP904044
Date of previous inspection	2 March 2016
Telephone number	01752 769606

Jack and Jill Childcare Crownhill registered in 1998. It operates from purpose-built premises in the city of Plymouth, Devon. The setting is open Monday to Friday from 9am until 3pm, 38 weeks of the year. The pre-school is in receipt of free early education funding for children aged two, three and four years. There are 4 members of staff, all of whom hold appropriate early years qualifications from levels 3 to 5.

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