



## Jack & Jill

Inspection report for early years provision

<b>Unique Reference Number</b>	306409
<b>Inspection date</b>	07 March 2007
<b>Inspector</b>	Christine Stewart
<b>Setting Address</b>	Jack & Jill Day Nursery, Shrewsbury House, 14 Shrewsbury Road, Oxton, Prenton, Merseyside, CH43 1UX
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<b>Registered person</b>	Marjorie and David Jack
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Jack and Jill Day Nursery is privately owned and has been operating under the current ownership since 1998. The residential premises where the owners still live have been converted to create a 50 place self-contained nursery with five playrooms and an additional sleep room. The nursery is registered for 50 children aged under five, of whom 20 children can be under two years. It operates from 8.00 to 18.00 Monday to Friday all year round except for bank holidays. There are currently 61 children on the register, of whom there are 18 children receiving nursery education funding. The nursery currently supports a number of children with learning difficulties and disabilities.

The nursery operates with 16 staff, of whom 11 have childcare qualifications. The setting receives support from a teacher as part of a cluster group under the Wirral Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Staff take effective steps to prevent the spread of infection by ensuring that toys and resources are clean and in good order, and they wear aprons and gloves when serving food and changing nappies. Children's health and medication needs are recorded and daily contact between parents and key workers ensures staff are kept well informed and up to date about children's health issues. Most staff are trained in first aid and at least one qualified person is always on duty to ensure prompt and appropriate action would be taken in the event of an accident. Accident records are maintained and used to inform risk assessments to minimise the impact accidents may have on children's well-being.

Children have plenty of access to fresh air and exercise. Good outside space and a wide range of resources encourage and promote children's enjoyment of physical play. Children can use resources and join in activities that develop their skills in climbing, cycling, balancing, kicking and throwing. When weather prevents outdoor play, opportunities for children are provided indoors using resources, such as the balancing beam.

Children are provided with nutritious, balanced meals which are prepared and cooked on the premises daily using fresh ingredients. Four-weekly menus are produced and displayed so that parents know what their children are eating. Water jugs and cups are available in all the rooms, however, staff need to ensure these are always placed at children's level for them to freely access. Mealtimes are relaxed, social occasions when children sit together around the table. Children are learning to make decisions about their own needs; they serve their own food at their table, deciding the portion size of their meal and what they eat.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a mainly interesting and stimulating environment in which they can feel secure. Children's photographs and their art work are displayed throughout the nursery. They have access to an interesting range of toys and equipment. Rooms are welcoming and have comfortable chairs and cushions for children to use. Children's independence is promoted as they confidently select from the many resources stored in low-level drawers or on low shelves. There are three baby rooms, which enable babies at different stages of mobility and development to move and progress without compromising each others' safety and well-being. There is a good range of appropriate toys to meet the needs of all children.

Effective arrangements when entering the nursery, such as the visitors' book, admission to the premises and procedures for the collection of children, promote children's security. Staff constantly supervise sleeping children to keep them safe and help them to feel secure. Regular risk assessments identify hazards throughout the nursery and daily visual checks by staff ensure that children's safety is effectively safeguarded at all times. Accident records are assessed to identify any preventable risks or patterns of injuries. Children develop an understanding of their own personal safety through clear guidance given by staff. For example, they practise fire

drills, are guided to sit properly on chairs and reminded not to run in the play rooms. Children play happily with the wide range of safe, good quality toys and equipment that are appropriate for their age and stage of development.

Staff have a good knowledge and understanding of the issues linked to child protection and are clear of their responsibilities and the reporting procedures within the nursery. There is a written policy and procedure in place and a member of staff identified to have responsibility should a concern occur.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children have warm and relaxed relationships with staff and are happy in their care. Children benefit from the key worker system and this helps them settle into the nursery. Staff are very knowledgeable about the children in their care and they use the information given by the parents effectively to provide continuity of care. The established routine of the day and the organisation of base playrooms for all children contribute to the children's sense of security. Staff have a good understanding of the 'Birth to three matters' framework; good practice is observed in their day to day routines, such as talking to the children whilst changing them and displaying photographs of the children in their playrooms to help them feel valued.

Children are confident and enjoy following their own interests. They dress up in the home corner and with the play foods they make pizza for lunch and offer cups of tea. They explore and investigate different mediums, such as paints, water and sand. They have excellent opportunities to go outside and benefit from fresh air and active play.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure knowledge and understanding of the curriculum guidance for the Foundation Stage and how children learn. They use their skills to provide a range of interesting and stimulating activities, which are well planned and provide challenge to children. They communicate in a clear manner and ask questions to encourage children to use language for thinking. Children are interested and happy in their play, they share and take turns. Staff record their observations of children's achievements and use these to complete their assessment records. This enables the staff to quickly identify any gaps in the children's progress and to use this information to plan the next steps in their learning.

Children develop good levels of personal independence. They self-register as they arrive, attempt to put their coats on before playing out, serve their own food at lunch and help to tidy up. Children's imagination is fostered as they eagerly participate in creative activities, such as 'mood painting'. Children are encouraged to explore through their senses, listening to music, acknowledging how it makes them feel and then expressing those feelings in their painting. As they create their pictures they have fun experimenting with colour as they mix the paints to create brown or green. Children learn to operate push button toys and use information technology to support their learning. Children develop an appreciation of the wider community

as they play with the toys and celebrate festivals. They have a strong sense of belonging and are proud of their achievements, which they eagerly share with others.

The children can recognise their own names as they select their name to post on the registration board. The children thoroughly enjoy the stories which adults read with skill, keeping the children's interest. The children have plenty of opportunities to freely select a range of books independently as there is a comfortable, well resourced designated book area. Children communicate well with each other and adults. The mark making table provides children with positive opportunities to explore writing for themselves and helps to reinforce their learning that print carries meaning. Children enjoy singing familiar songs and rhymes.

The children develop a good awareness of shape, space and measure. They often use language, such as under, next to, biggest and smallest as they play and construct the rail track, or climb on the outside play apparatus. They count everyday play items and recognise shape when they cut the triangle slices of the pizza play food. They use number in their outside play as they enthusiastically play 'What's the Time Mr Wolf'. They develop an awareness of time through the established daily routines and their discussions about what they did earlier or yesterday or what they will do tomorrow. They enjoy the time they spend in the toddler room where they access craft activities, exploring a suitable range of media and materials, such as paint, chalks and water.

The staff plan a wide range of activities to promote children's learning. During these activities they support and question the children well to encourage their thinking and learning. The system of moving the children around for them to explore craft and creative play, however, limits children's independent learning in this area. Often the children do not have sufficient time to complete more than one activity, for example, if they decide to do a mood painting they do not have time to play and explore in the water or sand, or to dress up and play in the role play area. These resources are not available in all the rooms, which limits choices for the children to develop and extend their own play ideas. The planning of adult-led activities is good and ensures many learning opportunities for the children.

### **Helping children make a positive contribution**

The provision is good.

Children settle quickly and develop a sense of belonging within the nursery. All children have their own key worker group and this helps them to form close relationships with the adults that care for them.

Displays of children's own work, photographs of themselves and named coat pegs help to develop children's sense of belonging and help them to feel valued. All children are welcomed individually and warmly by staff. Comforters from home, such as dummies, reassure young children and babies and promote their sense of security when sleeping. Children's independence is supported well; they put on their own coats for outside play, serve their own food, put on aprons for water and painting activities, wash their hands and help to clear away at tidy up time.

Staff's commitment to the inclusion of all children includes the adaptation of activities, the developing of new skills and working in close partnership with parents and other professionals to identify and support children's individual needs. The nursery is able to support children for whom English is a second language. Resources and posters throughout the nursery reflect positive images and help foster positive attitudes of difference. Children gain an understanding of their local community through visits to local shops and library. Activities linked to celebrations throughout the year and weekly French lessons provided by an outside teacher promote children's awareness of diversity and the wider world.

Staff's frequent use of praise and encouragement throughout the nursery effectively promotes children's sense of well-being and promotes their self-esteem. Staff effectively support children to share and take turns, and they set consistent boundaries. Children are polite and courteous towards each other and their behaviour is very good. Staff's respectful, calm and consistent approach provides clear role models for children and they are clear as to what is expected of them. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the good relationship between parents and staff. Parents are supportive of the staff and appreciate the care given to their children. Parents are generally well informed about their child's daily experiences and care through informal daily discussions with staff and written documentation, such as day diaries. A parent pack, displayed policies, procedures, relevant documentation and newsletters provide parents with information on a regular basis. There is a written complaints procedure and recording log in place.

The partnership with parents and carers of children receiving nursery education is good. However, they receive little information about the Foundation Stage of learning and are not given regular opportunities to be involved with their child's learning at home. They are informed about their children's progress in learning through access to their own child's progress records and regularly talk to their child's key worker. Parents have access to view weekly plans of activities which are linked to the areas of learning and are displayed in the pre-school playroom.

## **Organisation**

The organisation is satisfactory.

Most staff hold a recognised childcare qualification and have attended training relevant to their work, such as first aid training, food hygiene, child protection and Foundation Stage curriculum planning. This level of qualifications and the staff's commitment to attending training has a beneficial effect on children's learning and welfare. Staffing levels are organised to meet the required ratios at all times and to provide children with a good level of attention and support. Policies and procedures are in place and contribute to positive outcomes for children, and they are displayed on a table at the entrance for parents to view. All required documentation, which contributes to the health, safety and well-being of the children is in place and is generally well maintained. However, the medication records are not always stored to protect individual's confidentiality. Space and resources are organised to promote children's safety, care and learning.

Staff inductions, appraisals, planning meetings and staff meetings take place. These identify any training needs, which are positively supported by management. All staff are encouraged to attend ongoing training to benefit children's care and learning.

The leadership and management of the nursery education is good. The owner and the manager provide positive direction and staff work well together to promote children's welfare, care and learning. Planning is evaluated regularly to identify areas for development. The managers seek and act upon advice from the Early Years Partnership regarding improvements for the provision. This approach has a positive effect on the quality of children's learning.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Following the last inspection three recommendations were made with regards to care and nursery education. They were asked to improve the layout of rooms, accessibility of resources and the use of time, and use this to develop child initiated activities more effectively. Since the last inspection an extension has been built providing further rooms for the nursery, of which one is now the pre-school play room. This extra space enables children to have their own base rooms with appropriate resources, which are stored at low level for them to make choices.

They were asked to identify in activity plans the intended learning outcomes for different children or groups, resources to be used, observation and assessment opportunities. They were asked to use this to develop a better link between assessment and planning next steps. The nursery reviewed their planning and introduced weekly room plans followed by daily plans to detail learning outcomes and resources to be used. Observation records are in place, which link to the Foundation Stage and focus on the child's next steps to ensure they are supporting children's progress.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children have free access to drinking water
- Observe confidentiality in all record keeping.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to develop their imaginative play and express themselves through a variety of mediums and experiences
- provide parents with more information about the learning goals and how they can support children's learning at home.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)