



Jack and Jill Nursery

Inspection report for early years provision

Unique Reference Number	205172
Inspection date	20 July 2006
Inspector	Rachel Wyatt
Setting Address	53 Millfield Road, Bromsgrove, Worcestershire, B61 7BT
Telephone number	01527 832701
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Registered person	Pauline Everlyn Hawkins
Type of inspection	Integrated
Type of care	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.

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 inadequate - notice of action to improve. The registered person does not meet 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 Nursery opened in 1991. It operates from one room in a self contained part of the owner's home. The nursery is close to Bromsgrove town centre and serves the local area.

The nursery is registered for 15 children under 8 years. There are currently 30 children on roll. This includes 13 children in receipt of nursery education funding. Children attend for a variety of sessions. The nursery supports children with learning difficulties and physical disabilities, and those who have English as an additional language.

The group opens for five days a week all year round, except for bank holidays and Christmas. Opening times are 07:45 to 17:45 Monday to Thursday and 07:45 to 17:00 on a Friday.

Three full-time members of staff work with the children. Two members of staff have a relevant childcare qualification and the other member of staff is working towards a National Vocational Qualification level 2. Relief staff are also employed. The setting receives support from a mentor teacher from the local authority, and is represented at local providers' forums and early years partnership meetings.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health needs are effectively promoted. Parents provide information about children's allergies, dietary needs and medical history. The setting's sick children procedures assist in minimising risks of cross infection and children's independence in seeing to their self care needs is actively encouraged. Young children develop confidence in using the potty and washing their hands. Older children visit the toilet independently, understand about effective hand washing and wipe their faces on an individual flannel after lunch.

Children develop a sound understanding of aspects of a healthy lifestyle through topics, discussions and activities focussing on different foods, healthy options and the value of both exercise and rest. Children clearly appreciate the importance of sun protection. They discuss the use of sun cream, of sun hats and staying in the shade. Popular fruit ice lollies, and recently introduced individual water bottles, help children to be refreshed during hot weather. Children's independence in dressing and undressing is fostered during activities, getting ready for dancing and the opportunities to wear wellington boots during more inclement weather.

Children are physically very active and confident. They really enjoy being outside and relish the opportunities to ride wheeled toys, use a range of climbing and balancing equipment, use the swings and play ball. They are skilled and competent, aided by the adults' advice and input.

Children are well nourished. Their lunches and snacks offer them a balance of healthy and popular options. Snack time pieces of fruit are attractively presented, lunch portions are manageable and appropriate cups, beakers, cutlery and plates help children to become competent in feeding themselves. Adults are very aware of children's differing dietary needs and food preferences. They give sensitive encouragement and work closely with parents to ensure children eat well. This has a positive impact on the range of foods some less confident children will eat in the setting.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are looked after in areas which are safe and secure. Children's arrivals, departures and any callers are monitored. Use of the main entrance area triggers an alarm and staff are alert to this. Children are effectively supervised as they move around the premises and when walking to and from school. However, both at the beginning and end of daily sessions, there have been insufficient adults working with the children which compromises their safety.

Children use age-appropriate equipment and toys which are regularly checked and maintained. They learn to take responsibility for their own safety, for example as they move around the premises and play. They line up before going outside and understand about sitting correctly. During physical exercise they love the challenges of riding down sloping areas of the garden, at the same time showing they understand about turn taking and spatial awareness. During topics and walks they demonstrate an awareness of basic road safety, for example when walking to and from school, going to a local shop, to the post box or a nearby farm.

Children are protected from harm as staff are careful to check callers, monitor children's well-being and liaise with parents about any concerns or incidents. This is in line with the setting's child protection procedures. Dropping off and collection procedures ensure children are handed over to the correct person. Children also learn about the importance of respecting their own and others' privacy.

Helping children achieve well and enjoy what they do

The provision is good.

Children love being at nursery and quickly settle to a range of worthwhile activities. Children are self-motivated and very purposeful. They concentrate well, persevering whether playing alone or together. There is a warm rapport between children. They are forming strong friendships. There is also a genuine regard and affection between children and the adults, who make sure children have plenty of choice and appropriate support. The staff are positive role models, joining in and enjoying activities with the children. The 'Birth to three matters' framework is not yet being used as part of planning or assessment for the youngest children. However, the provision for two-year-olds and less able children positively reflects their needs, so that along with their older peers, younger children confidently take part and much enjoy all that is provided for them.

Nursery education

The quality of teaching and learning is good. Fostering children's personal, social and emotional development is a strength of the nursery so that they are enthusiastic and confident. They are self-reliant and purposeful. Children readily work together as they build a tower, share a computer programme, engage in sustained role play or fun challenging games on wheeled toys outside. They are increasingly independent in seeing to their self-care, managing meal times or helping with tasks, such as taking a message to a member of staff. They readily choose toys or resources and select a book for story time.

Children are confident speakers. Those with unclear speech are encouraged and listened to carefully. All children enjoy chatting to their friends, adults and visitors. Encouraged by the staff, they discuss a wide range of issues, ranging from aspects of their lives, the weather, favourite foods or talking about their play. They express opinions, make suggestions for play and often verbally encourage their friends. They ask questions and are curious. They love books, handling them well and listen attentively to stories, contributing to discussions about the plot. They are becoming adept at recognising their names, key letter shapes and sounds. Increasing opportunities to make marks in practical contexts is having a positive impact on children's emergent writing and pencil control.

Children enjoy counting and simple number operations. They take part in number rhymes, count how many children are present, or work out the number of biscuits needed at snack time. Their thinking and problem solving is encouraged through a range of practical activities and the staff's questioning. Children's recall is fostered during discussions and endorsed by simple memory games, such as a fun picture matching game on the computer. Their appreciation of different amounts or quantities is encouraged as they fill different containers with water. Their awareness of height and size is stimulated as they construct models or look at books about different shapes and sizes.

Children are really interested in how things work. They safely handle tools, such as scissors, dough cutters and plastic knives. They are very competent builders, making elaborate models, discovering what helps different pieces fix together, such as magnetic toys. They are self-assured at the computer and really like using programmable toys, creating an impromptu office to keep the inspector company at her laptop.

Children are imaginative and creative. They love role play, for example having an enjoyable 'picnic' with a member of staff. This results in the use of a wide range of play food and much discussion about refreshments. They draw and paint well, using colour effectively and creating recognisable marks and features. They experiment and model with dough and a range of construction toys.

Children benefit from having a range of enjoyable activities planned and provided for them. Plans identify areas of learning, key learning outcomes, relevant vocabulary to be encouraged and special events. Children's characteristics and aptitudes are generally known to adults. However, there are inconsistencies in observing and assessing children's skills, and in seeking parents' views on their children's progress. This, and the absence of regular evaluations of plans and activities, means children's individual learning needs are not clearly identified in planning in order to support their ongoing progress towards the stepping stones and early learning goals. In other respects the adults' contribution to children's learning results in them being motivated and resourceful. The manager and staff encourage children's interest in activities, chatting to them and supporting them. Children appreciate that learning is fun because adults are good role models, joining in and enjoying their play and activities.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well known by staff who are receptive to the impact children's interests, preferences and abilities can have on their care and play needs. Relevant information is obtained from parents and exchanged regularly about children's specific care or learning needs. Close contact is maintained with other agencies. As a result children with learning difficulties and physical disabilities are able to take a full and active part in the setting.

Children enjoy sharing information about each others' experiences and lives. They are also introduced to aspects of diversity through books, puzzles, toys and activities. Children try different foods. They plan a special party and learn about their own and other people's special celebrations.

Children are very well behaved. They get on really well together. They often show kindness or concern for others, such as encouraging a friend to eat their meal or to help each other during play. They have a warm rapport with adults and are most welcoming to visitors. Real friendships are formed and children talk about this. They often play cooperatively, taking turns and sharing. Adults intervene to help children resolve minor disputes, age-appropriate explanations being given. Children are polite and like to be helpful, assisting with tidying up and small tasks. Children's spiritual, moral, social and cultural development is fostered.

Parents and carers feel welcomed and appreciate the quality of care and activities for their children. They receive appropriate information about the setting through the prospectus, letters and inviting displays which include photographic evidence and children's work. Parents and carers have access to nursery policies which are displayed in the entrance area. The complaints policy has not been updated so parents are not fully aware of their rights in light of changes to the National Standards. However, the Ofsted parents' poster is displayed. Parents and carers take part in the life of the nursery. Outings are popular, and the recent introduction of 'Billy Bear' has enriched children's learning and consolidated good home-nursery links.

Partnership with parents and carers is good. Displays and photographs help to illustrate aspects of the Foundation Stage. Parents contribute to sessions, such as talking to children about their job or providing resources for activities, such as their children's baby photographs. Parents share information about their children's skills and characteristics through discussions with staff. They complete the parents page in their child's early years profile and are able to read and comment on their child's report before they go to school. However, they are not routinely involved in the ongoing assessment of their children's progress.

Organisation

The organisation is inadequate.

The safety and welfare of children is compromised as the setting has consistently been in breach of its conditions of registration, as there has only been one adult present with the children at the start and end of daily sessions. Procedures for organising and monitoring the deployment of staff are haphazard so that there have been instances when the setting has relied on work-experience students to maintain staffing levels. As a result adult to child ratios have not been met on these occasions, further compromising children's safety. The setting has not retained any details on students to corroborate their suitability. The provider is not fully conversant with the current National Standards' requirements regarding suitability and her responsibilities. Inconsistencies in recording children's and adults' attendance mean that it is not always clear when they arrived or departed or whether correct staffing levels and ratios have been maintained on those occasions. Overall children needs are not met.

In other respects the setting is organised to ensure children's well-being. This includes other areas of staff recruitment, induction and development where other aspects of their suitability, such as health, training and experience are assessed. The provider and adults work well together so that sessions are varied and rewarding. They have a warm rapport with children and their families, who appreciate the welcoming environment. Activities are invitingly set out and well resourced. Displays and resources are organised so that children can help themselves to many

items. Other records relating to children support their care, as parents provide relevant information and consents from the outset.

The leadership and management of the funded children is satisfactory. Children enjoy the many worthwhile activities organised and invitingly presented by the staff. The manager and staff recognise that short term plans need to more clearly incorporate children's individual needs. They are considering ways to back up children's early years profile assessments with more regular written observations.

Adults have readily incorporated the mentor teacher's recommendations into sessions. These have had a positive impact on children's learning, for example their recognition of print and independence has developed well since the introduction of a self-registration system. Recent changes to the layout have enriched children's role play, their enjoyment of books and mark making, and improved their access to new stimulating toys. However, staff do not routinely formally evaluate activities. This impacts on their understanding of the effectiveness of the nursery education programme in meeting individual children's needs and in helping them to progress towards the stepping stones and early learning goals.

Improvements since the last inspection

At the last day care inspection the provider agreed to an action regarding documentation and policies, and to five recommendations relating to safety, hygiene, planning to support children's development and promoting positive images. The action has only been addressed in part. Whilst most of the setting's records support children's care, inconsistencies in attendance records compromise children's safety and welfare and remain an area for improvement. In general, policies reflect the National Standards, but parents are not fully aware of their rights should they have a complaint as the policy requires further updating in order to reflect current requirements.

Children's safety and hygiene are supported by improvements made to garden safety, the introduction of effective risk assessments and the staff promoting good hygiene practice when children go to the toilet. Staff demonstrate they understand their responsibilities regarding these procedures.

In general planning and assessment support the organisation of many worthwhile activities for children of all ages. However, further development is required in the Foundation Stage to ensure children's individual learning needs are consistently identified and documented. Children's awareness of positive images is supported within the nursery through toys and resources. They take pride in displays of their work and the photographs of themselves at play. However, the setting does not routinely display pictures of families around the world, so this remains an area for improvement.

At the last nursery education inspection the provider agreed to key issues regarding improving staff's knowledge of the Foundation Stage, providing curriculum plans with clearing learning outcomes based on observations, and creating more opportunities for children to practise mark making, to engage in mathematical problem solving, and to investigate the natural world.

Since the last inspection there have been some staff changes. In their practice the manager and current staff effectively support children's learning as they organise a worthwhile, balanced Foundation Stage curriculum. They are accessing further training and support to further develop recently revised short term plans. These cover the six areas of learning but do not yet incorporate the outcomes of any assessment of children's progress. Staff lack confidence to consistently carry out observations, so this remains an area for improvement, but they are working with the local authority mentor teacher to address this.

The other aspects identified at the last nursery education inspection have been addressed well. Children really enjoy mark making, using the designated activity area well. They also practise 'writing' in context, such as making 'labels' in the role play café. They confidently attempt mathematical problems during enjoyable number rhymes and practical activities when they compare numbers and amounts. They often explore aspects of the natural world through playing with sand or water, discussing the weather, and through outings and outdoor activities.

Complaints since the last inspection

Three complaints have been made to Ofsted since April 2004.

In April 2004 another agency expressed concern regarding the safety of sleeping children. This relates to National Standards 6 Safety. As a result of an internal investigation conducted by Ofsted the provider was required to take three actions regarding carrying out a risk assessment of sleeping arrangements, demonstrating how any issues were addressed and to meet any recommendations made by the environmental health officer. These actions were satisfactorily addressed in August 2004 and the provider remains qualified for registration.

On the second occasion concerns were raised about the ratios of staff and children and the provider not notifying Ofsted about significant changes. These relate to National Standard 2 Organisation and National Standard 14 Documentation. Ofsted investigated the concerns during an unannounced visit made on 28 October 2004. We found that the provider had breached her conditions of registration by exceeding the total number of children in care, and staff had been recorded as present when they were on holiday. Ofsted had not been notified of staff changes. The provider was served with compliance notices requiring her to meet the ratios set out in the National Standards, ensure Ofsted are informed of all significant changes and keep an accurate registration system by 9 November 2004. We visited again on 22 November 2004 to check the provider had complied. Then an appropriate registration system was in place, the provider had notified us of staff changes and the ratios were satisfactory. It was decided to monitor the issues during future inspections. The provider remains qualified for registration.

On the third occasion, concerns were raised about an accident, which occurred at the nursery. The complainant alleged that as a result of the accident a child was taken to hospital for treatment and this resulted in one member of staff being left with the children. This relates to National Standard 2 Organisation and National Standard 7 Health. Ofsted carried out an unannounced visit on 22 February 2005. The provider was subsequently required to take three actions regarding record keeping and the correspondence included information to the provider to clarify her responsibilities under the regulations within Part XA and Schedule 9A of the Children Act 1989 (as inserted by the Care Standards Act 2000). A further visit was carried out

on 10 March 2005 to verify compliance with the notice to carry out actions. As a result the provider was found to be complying with the National Standards and remains qualified for registration.

The provider has made a record of these complaints in her complaints record.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that there are effective procedures in place for checking that all personnel are suitable to work with children
- ensure a minimum of two adults are present on the premises with the children at all times
- improve the organisation, monitoring and recording of children's attendance and the staff's deployment in order to demonstrate that the correct ratios are maintained through out the session.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- improve assessment procedures by consistently incorporating observations of children, and by involving parents more in the recording of their children's progress
- improve planning to meet children's individual learning needs, by incorporating outcomes of evaluations of activities and of children's assessments in short term planning.

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