

Jack and Jill Nursery

Inspection report for early years provision

Unique Reference Number 205172

Inspection date 19 July 2007

Inspector Sally Wride

Setting Address 53 Millfield Road, Bromsgrove, Worcestershire, B61 7BT

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

The quality and standards of the nursery education are satisfactory.

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.

A maximum of 15 children may attend the nursery at any one time. There are currently 30 children from 2 to 8 years old on roll. This includes 18 funded children. Children attend for a variety of sessions. The setting has procedures in place to support children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week all year round, except for Bank Holidays and Christmas. Sessions are from 07:45 until 17:45 from Monday to Thursday and from 07:45 until 17:00 on a Friday.

There are three full-time members of staff who work with the children. All of these have early years qualifications to National Vocational Qualification level 2 or 3. Relief staff are also employed. The setting receives support from a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained environment. Regular cleaning of toys and equipment ensures that the risk of cross-infection is minimised. Children also help the staff to wash their playthings as part of water play activities. Children develop an understanding of good hygiene practice as they use good quality hand washing resources and facilities to wash their hands at appropriate times. Older children have a good understanding of why they wash their hands, for example, 'to make them clean'. All of the required health documentation is effectively maintained and a well-stocked first aid box is readily accessible. Effective procedures are in place for if children fall ill whilst in attendance at the setting.

Children have the opportunity to learn about the importance of leading a healthy lifestyle. They enjoy daily exercise in the garden and benefit from a weekly dance class session where they learn about the importance of warming up and cooling down their muscles both prior to and after physical activity. They participate in weekly cooking activities, making pizzas, cakes and biscuits that they enjoy eating at lunch and snack time. They use fresh fruits to make smoothies and milkshakes that they drink whilst at the setting. Children are suitably protected from the sun. They wear sun hats whilst playing outdoors and have sun cream applied to them by staff in the warmer weather. Children enjoy observing the setting's pet goldfish, Jack and Jill. Older children attending the out of school club take responsibility for feeding the fish each day, which provides them with the opportunity to learn about the care of other living things.

Children are well nourished and enjoy frequent snacks and meals throughout the day. 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. Parents provide their own children with a light tea which is stored appropriately in the refrigerator prior to being offered to children. The staff have a clear understanding of children's individual dietary needs and preferences. Staff sit with the children as they eat which creates a sociable occasion. They give sensitive encouragement and work closely with parents to ensure that children eat well. Individually named water bottles are easily accessible to children throughout the course of the day, in addition to regular drinks being offered. This ensures that children are well hydrated during their time at the setting.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a warm and welcoming care environment which is bright and colourful and decorated with examples of their art work. Children enjoy using a wide range of good quality and well-maintained toys and resources that cater for all areas of their learning and development. There is plenty of storage space which is organised appropriately and safely. Although some resources are stored on high wall shelves, a large proportion of their playthings are displayed at child height, allowing children to make independent decisions about what they would like to play with and how they would like to spend their time.

The premises are secure and children are supervised at all times. Children's arrivals and departures, and any callers are monitored. Use of the main entrance area triggers an alarm and staff are alert to this. There are effective procedures in place for the safe arrival and collection

of children, including information regarding named persons who are able to collect them. The outdoor area is safe, secure and well maintained. Staff join in with children's play and supervise their games to ensure that they are safe in their play. Written risk assessments are in place and are reviewed annually to ensure that all perceived risks are identified and minimised. Daily visual checks are undertaken by staff to ensure that the children's care environment remains free from hazards. There are suitable procedures in place for outings. Parents provide their written consent for children to go on short walks to nearby parks and playgrounds, where they play on age-appropriate playground apparatus and feed the ducks. Yearly visits further afield to places such as countryside centres and farm parks provide children with enjoyable off-site activities.

Children participate in regular fire evacuation practises to ensure that they are familiar with the actions that they should take in the event of an emergency. Children's safety and welfare is well promoted through effective child protection policies and procedures. All staff have a clear understanding of the known indicators of child abuse and the action that they should take in the event of a concern about a child in their care. Written policies are openly shared with parents to ensure that they are well informed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy in their care environment 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. Good relationships have been developed between the children and their peers and staff. They enjoy each other's company and generally play well together. Children benefit from the range of activities and resources that staff provide for them. They ensure that these are regularly rotated to ensure children's continued enjoyment and stimulation. The staff are positive role models, joining in and enjoying activities with the children.

Staff have suitable knowledge of the 'Birth to three matters' framework and the needs of younger children and loosely plan activities for their learning. However, these planned activities do not demonstrate the learning intentions of the activity or detail how younger children's individual learning needs and capabilities are catered for. The provision for the younger children does however positively reflect their needs, so that along with their older peers, they confidently take part in and enjoy all that is provided for them.

Nursery Education:

The quality of teaching and learning is good. Children benefit from a range of planned activities that cater for all six areas of learning. Children's individual stages of learning and their needs are generally known by staff. 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 planned activities means that 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. Both the manager and staff involve themselves and interact in children's play. They ask the children questions to encourage their thinking and flexibly apply the daily routine to ensure that there is plenty of time for spontaneous activities and to allow the children to develop at their own pace.

Children show increasing independence in selecting activities and are eager to be involved. They enjoy good quality free play in the well-resourced environment and can easily make selections from a range of resources displayed at child height. They have sufficient support from staff who extend children's learning by talking to them and making helpful suggestions. Praise is freely given which promotes children's self-esteem and helps them to feel secure in their care environment. Children relate well to each other as they play in groups or in pairs. They explore their own ideas and develop their play according to their own thinking and imagination. They freely approach staff to show them items of interest or a piece of completed work. Children clearly state their own preferences, for example, what drink or snack they would like.

Children are confident speakers and freely express their ideas as they play and during circle time activities. They talk about their home experiences which they readily share with both their peers and staff. Children enjoy listening to stories and some independently choose to look at books in the book corner. The vast majority of children recognise their own names in print and practise their early writing skills in meaningful situations such as role play. Some of the older children are able to write their names, whilst others are beginning to form recognisable letter shapes. They enjoy joining in with familiar rhymes and songs and benefit from being able to choose which one they would like to sing next.

Children's mathematical development is encouraged as they confidently sing their favourite number rhymes and songs. They enjoy opportunities to count throughout the daily routine, such as the number of children present each day. They develop an understanding of weight as they weigh out ingredients for cooking activities and explore the concept of volume during sand and water play. They match and sort objects into different coloured and shaped groups as they use threading toys. They use good mathematical language to describe the length of their thread compared to that of their peers. They describe simple journeys as they use small world cars and trains on tracks and roadways that they have constructed. As they play on wheeled toys outdoors, they describe their actions, such as 'I'm going up the slope and whizzing down'.

Children benefit from daily opportunities to play outdoors in the fresh air. They enjoy playing in the sand, pedal their bikes and trikes well and play imaginatively in the outdoor play house. In the garden area, they have great fun playing on the swings, practising the movements required to keep them swinging. They enjoy sitting and chatting with their peers and climbing on a range of different climbing apparatus. They explore the outdoor environment and comment on the insects that they can see. For example, one child excitedly shouted 'look look it's a butterfly'. Children enjoy a weekly dance class during which they engage in songs, action rhymes and dancing. Children also learn about the importance of warming up their muscles both prior to and after exercising.

Children engage well in imaginative play drawn from their own experiences, such as caring for the dolls and going shopping. Children enjoy constructing for their own purpose, for example building models of their own houses. They enjoy a range of structured art and craft activities but have less opportunity to independently initiate their own creative learning as resources are not always freely available. They demonstrate good scissor control as they cut out pictures from holiday brochures and demonstrate pride in their finished pictures.

Children confidently use computers, and show interest in everyday technology. They benefit from regular opportunities to investigate materials when cooking and exploring ice as it melts. Each day children talk about the weather and the day of the week and have the opportunity

to explore the changing seasons as they observe the growth of flowers and plants in the garden. They enjoy exploring insects when playing outdoors and often go out for short walks to see animals living nearby. They develop a caring approach to their dolls during role play as they bath them and use their imaginations well to feed, clothe and change them.

Helping children make a positive contribution

The provision is good.

Children are welcomed, valued and respected as individuals. Through consultation with parents, staff have a clear understanding of children's individual needs and provide care accordingly. Children enjoy a range of resources in everyday play situations that promote positive images of diversity. A well-resourced wall display provides children with a visible display of artefacts from around the world. Although children participate in the celebration of events from their own cultures, they have less opportunity to engage in planned activities and events that develop their appreciation of the wider world. Effective procedures are in place for the identification and support of children with learning difficulties and/or disabilities. Partnership working between staff, parents and external agencies ensure that all children are able to take a full and active part in the life of the setting and achieve their full potential. Children are generally well behaved and are learning to share, take turns and consider others. Children's understanding of right from wrong is developed through discussion if any issues arise. Staff work together to consistently apply behaviour management strategies in a calm manner. Children receive regular reassurance, praise and encouragement which promotes their confidence and self-esteem. 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 the setting's range of policies and procedures which are displayed in the entrance area.

Partnership with parents and carers is satisfactory. Parents receive verbal information about planned activities that their children engage in. They do not however have easy access to written plans or their children's assessment records unless they request to see them. This reduces their scope to become involved in their children's learning and support the progress that their children are making. Parents verbally inform staff of their children's starting points and capabilities when they start at the setting. However, this information is not incorporated into plans for children's individual learning.

Organisation

The organisation is satisfactory.

The setting offers a warm and welcoming childcare experience where children are happy and settled. The premises are safe, secure and suitable for their purpose. Resources and equipment are organised to promote children's safety, welfare and development. The staff work together well as a team. They hold regular informal meetings to discuss the organisation of the group and children's needs. Suitable recruitment, vetting and induction procedures ensure that staff are suitable to be in contact with children and are informed as to their role and responsibility within the setting. The setting welcomes childcare students and no longer count them in the adult to child ratios.

The required documentation which contributes to children's health, safety and well-being is in place, carefully stored, suitably organised and maintained. They are only accessed by staff to ensure that confidentiality is maintained. The range of policies and procedures are effective and are reviewed annually to ensure that they meet requirements. They are fully understood by staff and are openly shared with parents to ensure that they are aware of the organisation of the setting.

The leadership and management is satisfactory. The owner of the nursery is also the manager of the setting and works directly with the children and alongside staff. She monitors staff practice and these observations form the basis of verbal staff appraisals that are conducted each year. More senior members of staff have better opportunities to access training than less qualified members of staff. This does not support their own personal or professional development in their work with young children or work to improve the teaching and learning opportunities provided to children. The manager delegates Foundation Stage curriculum planning responsibilities to the deputy, who is new in her role. The inherited planning documents do not effectively cater for individual children's learning needs as information from their assessments is not fed back in to future planning. There is no formal system of self evaluation in place. As a result, areas of strength and those for further improvement are not always identified as a means to helping the setting, staff and children make further progress. Planned activities and events are suitably evaluated to assess their success and how and what children have learnt from them. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the provider was asked to improve the vetting procedures and adult to child ratios. Since then, the provider has ensured that there is always a minimum of two staff present on the premises with children at all times. Students are no longer counted in the adult to child ratios. Vetting procedures have been improved, with references obtained for new staff from previous employers and enhanced CRB clearances obtained for all members of staff. The provider agreed to improve the organisation, monitoring and recording of children's attendance and staff deployment in order to demonstrate that the correct ratios are maintained each day. Since then, staff and children's attendance and their times of arrival and departure is recorded on the daily signing in and out record, demonstrating that ratios are maintained.

At the last nursery education inspection the provider agreed to make improvements to the assessment procedures by consistently incorporating observations of children, and by involving parents more in the recording of their children's progress. This has not yet been addressed due to a change in staff and remains an area for further improvement. The provider agreed to 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. Again, due to a change in staff, this has not yet been fully addressed. However, new members of staff have a clear idea of how they intend to make these improvements and are currently working on a new planning, observation, assessment and evaluation system.

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.

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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 further the registered person should take account of the following recommendation(s):

- further develop activities that promote children's understanding of our diverse society

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):

- develop planning, evaluation, observation and assessment systems to ensure that children's individual learning needs are met and to ensure that they are able to extend their learning in all areas of the curriculum
- ensure that parents have regular access to their children's assessment files and opportunities to feed information into them
- develop systems of formal self-evaluation.

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