



Jack and Jill Day Nursery

Inspection report for early years provision

Unique Reference Number	EY283225
Inspection date	13 February 2007
Inspector	Elaine Murray
Setting Address	Seacombe Family Centre, St. Pauls Road, Wallasey, Merseyside, CH44 7AN
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Registered person	Marjorie Pamela Jack
Type of inspection	Integrated
Type of care	Full day care, Crèche

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 good.

WHAT SORT OF SETTING IS IT?

Jack and Jill Day Nursery is a privately owned nursery. It was registered in 2004. The nursery operates from designated rooms/areas within Seacombe Family Centre. It is situated in Seacombe which is an area on the Wirral peninsular. A maximum of 62 children may attend the nursery at any one time. The nursery is open from 8.00 to 18.00 Monday to Friday all year round. The nursery also operates a crèche, caring for a maximum of 10 children. All children share access to a secure outdoor play area.

There are currently 81 children aged from birth to five years on roll, of whom 17 are in receipt of funding for nursery education. Children come from the local area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 12 staff; 11 staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical development and enjoyment of exercise is promoted well through a variety of activities. Children confidently use wheeled toys and climbing and balancing equipment in the outdoor area. Staff make use of indoor facilities to give children chances to enjoy exercise when the weather is unsuitable for outdoor play. Children over two years old have access to indoor climbing frames. Children also make use of a well-equipped separate indoor playroom for physical play. Staff have a good awareness of babies' stages of physical development. Babies progress to their next physical milestone as they are encouraged to move for toys or begin to learn to walk. Children who have learned to walk are supported well to use low-level balancing equipment in the outdoor area. Babies' co-ordination skills are developed as they are encouraged to use a spoon themselves at mealtimes. Older children learn how to use a knife and fork properly. Babies' and young children's sleep needs are acknowledged and met, helping to ensure their good health.

Children show an awareness of simple hygiene procedures as they routinely wash their hands before snack and after using the toilet. The nursery's clear sickness policy includes a list of infectious illnesses and exclusion periods. This policy is shared with parents and helps to protect children from the spread of infection. The majority of staff have up to date first aid training, helping to meet children's needs in the event of an accident or emergency.

Children learn about a healthy diet as they are provided with healthy and nutritious food which is prepared and cooked on the premises. The four-weekly menu shows a varied menu is provided. Snacks and meals include plenty of fruit and vegetables, helping to promote children's health. Most staff have received training in food hygiene, which helps to ensure that food is well prepared and served and children's health is protected. Mealtimes are a social occasion where children sit together to eat. However, for morning snack children over two years help themselves to small pieces of chopped fruit, but do not sit down to eat. This means that some children eat whilst walking around the room or using indoor climbing equipment, which has a negative effect on their health and safety. Drinking water is readily available for children at all times, and older children confidently help themselves from the jug of water and cups at their height. Babies are offered cooled boiled water, helping to promote their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very attractive and stimulating environment in which they can feel secure. Staff make good use of the available space to display children's work and put out an interesting range of toys and equipment each session. Rooms are bright, and have areas with comfortable chairs and cushions for children to use. Children also have access to a sensory room and a splash pool area. Children's independence is promoted as they confidently select

from the many resources available in low-level drawers or on low shelves. The environment is well organised, helping children to move around safely and independently. The baby room is divided so that younger babies can be in a separate area and move around in safety. There is a broad range of good quality toys and equipment which are suitable for different ages and abilities. This includes a good range of child-height wooden furniture and sinks at child height in the main rooms, helping to meet children's needs effectively.

Staff take effective measures to ensure children's safety indoors and outdoors. They make a daily safety check of the premises and outdoor area. Staff produce a written risk assessment of the premises, and of any outings undertaken. They make regular use of accident records to make any changes necessary to improve children's safety. Babies' safety is protected as staff ensure that they are checked whilst sleeping. Children learn to protect themselves in the event of a fire or emergency through regularly practising the fire evacuation procedure. Children also learn to protect their own safety as staff talk to them about why they must not climb or run in nursery.

Children are protected as staff have a good knowledge of the signs and symptoms of child abuse and hold relevant contact numbers.

Helping children achieve well and enjoy what they do

The provision is good.

Throughout the nursery, staff establish positive, warm relationships with children, helping them to feel settled and secure. Children are happy and content. Staff share jokes and join in playful games with children. Babies are held and talked to, and staff respond well to their needs. Children's self-esteem is developed as there are photographs of children involved in activities on display, and in books for children to look at. Babies' and young children's learning is developed well through a wide range of activities. Staff make good use of the 'Birth to three matters' framework to promote learning. Children have a wealth of chances to explore and investigate using their senses as they are given freedom to explore clay, cooked pasta, water, sand and paint. To extend children's experiences and learning, staff invite a visiting art teacher to help develop children's creativity and imagination. Children enjoy developing learning through exploring treasure baskets of different materials. Babies make connections as they discover what happens when they use torches and operate simple lights. Children confidently make marks with felt tips and paint on paper.

Staff make regular observations of children's learning and use this information to effectively plan children's next steps.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the early learning goals. They provide a broad range of interesting, practical activities which promote much effective learning. Staff interact well with children, following their interests and developing learning. For example, children are helped to work with sustained concentration on making creations using cardboard tubes, different coloured paper and sticky tape. Staff question children to encourage them to think. For example, children are asked to think of different words

to describe the texture and smell of play dough. Staff know the children very well. They effectively adapt their day-to-day teaching to meet the needs of individual children and encourage them to build on what they already know and can do. For example, during a lotto game, staff focus on improving language skills with children for whom this had been identified as an area for development. Staff assess children's progress and use this information to inform planning. However, the present system of observing and recording children's progress does not ensure that children's progress in the six areas of learning is effectively monitored.

Staff talk with the children at mealtimes and whilst they are completing activities, encouraging them to express their thoughts and ideas. During a lesson from a visiting French teacher, they demonstrate counting up to 10 in French. However, staff do not make the most of opportunities for children to develop counting skills in everyday activities. Staff provide an environment in which children's creativity is effectively developed. For example, a large area of the room is cleared of tables and prepared for creative work. Materials are freely available for children to choose. Once children have made their creations, paint materials are provided and children are able to develop their creations further, or develop new ideas using paint. Staff then enable children to remove their outer clothes and put on painting aprons, to give them freedom to express themselves freely, as they stand in tubs of paint to make footprints, or explore paint with their hands. Children respond imaginatively to this experience.

Children co-operate well as they complete jigsaws and craft activities together. They display a high level of personal independence as they serve their own lunch and pour drinks. Children are confident to select their own activities and to request support from staff. Children enjoy listening to stories and happily choose books to look at alone or with a staff member. They show an increasing understanding of how books work as they turn the pages correctly and point to print. Children confidently make marks and write on models and pictures they make during a creative activity. They begin to understand that print carries meaning as they 'read' what they have written whilst at the writing table. Children learn to recognise shapes and begin to use mathematical language. They begin to solve simple problems as they decide whether certain sized pieces of paper will fit in their drawer. Children show increasing skills in designing and making as they cut and join materials to develop their own models. They explore and observe change as they take part in baking activities. Their sense of place is developed as they visit the local police station, and enjoy a visit from local fire fighters. Children learn to operate push button toys but have fewer chances to learn to use information technology to support their learning. Children enjoy singing familiar songs and rhymes. They make regular use of musical instruments to explore sound.

Helping children make a positive contribution

The provision is good.

All children are included in the activities provided and individual needs are well met. This helps to promote their confidence and self-esteem. Staff effectively include and support children with additional needs. Older children are encouraged to make an active contribution to the life of the nursery as they help to tidy away toys, serve lunch and decide which resources to select. Children develop an awareness of diversity and the wider community through a broad selection of resources and activities that promote positive images. Older children develop an awareness

of different cultures and beliefs through topic work relating to festivals, such as Chinese New Year and Diwali. There is a calm atmosphere in the nursery. Children behave well due to staff's positive and consistent approach. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children receiving nursery education is good. Parents receive information about the education provision through regular newsletters. However, they receive little other information about the Foundation Stage of learning. Parents are well informed about their children's progress in learning through regular chances to see their children's assessments. They are encouraged to be involved in their children's learning through completing regular tasks with their child at home. For each topic the newsletter for parents gives suggestions of activities parents can carry out at home with their child.

Staff work positively with parents to meet children's needs. Parents have a meeting with their child's key worker before the placement begins, to share information. This information is used to help meet children's needs effectively. Parents of babies and young children are well informed about their children's day-to-day experiences through use of a daily diary and informal talks at the end of the session. There is a helpful display board in the entrance hall with photographs of younger children's activities, explaining how their learning is developed. A table with items, such as policies and procedures and the complaint record is also available for parent to access. This communication between parents and staff helps to promote children's welfare, care and learning.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Staff are deployed effectively to meet ratios and support children's well-being and development. All but one member of staff hold relevant qualifications in childcare. This has a positive effect on the quality of care and children's learning. There are thorough recruitment and vetting procedures in place, helping to make sure that staff are suitably qualified and checks are carried out. The required records are in place, helping to ensure continuity of care for children. Most policies and procedures are comprehensive and work well in practice to ensure that children are well cared for. The complaint procedure has not been updated in line with changes to legislation. Space and resources are organised well to promote children's safety, care and learning.

The leadership and management of the nursery education is good. The manager provides positive direction to staff. Roles are clear and staff work well together to plan and teach. The manager and supervisor have a good awareness of the strengths and weaknesses of the provision, and are committed to improvement. Planning is evaluated regularly to identify areas for development. The managers seek and act upon advice from the early years partnership regarding improvements regarding 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

At the last inspection the setting was required to ensure that: all electrical wires are out of the reach of children; beakers and containers of children's drinks are labelled; children's arrival times are entered promptly in the register and that staff are familiar with local child protection procedures. These recommendations have been met with positive effect on children's safety, welfare and learning

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):

- ensure appropriate arrangements are in place for children to eat snacks whilst sitting down to ensure their health and safety
- update the complaints procedure in line with changes to legislation.

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 the system for assessing and recording children's learning to ensure that their progress is effectively monitored in the six areas of learning
- ensure that children have sufficient chances to learn to count in everyday situations and to use information technology to support their learning
- ensure that parents are provided with sufficient information about the Foundation Stage of learning.

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