



Jack and Jill

Inspection report for early years provision

Unique Reference Number	EY102296
Inspection date	04 July 2005
Inspector	Lynne Pope
Setting Address	73 Beach Road, South Shields, NE33 2QT
Telephone number	0191 4542880
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Registered person	Nurserytime Kids Club
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Jack and Jill Kindergarten and Kool Time for Kids is one of three provisions run by the Nursery Time group. The Kindergarten opened in 2002 and operates from three levels of a terraced property in South Shields. A maximum of 50 children may attend the Kindergarten at any one time. The Kindergarten is open each week day from 07.15 until 18.00 for 52 weeks of the year. Kool Time for Kids Club opened in 2003. It

operates from the top floor in the same property in South Shields. The Club opens five days a week during term time only between 15.30 and 18.00.

There are currently 84 children aged from birth to eight years on roll in the Kindergarten and club. Of these, 23 children receive funding for nursery education. Children come from a large catchment area. The Kindergarten and club supports children with special needs and that speak English as an additional language.

The Kindergarten employs 17 staff. Six of the staff, including the manager hold appropriate early years qualification. Three staff are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children throughout the provision are cared for in a clean, comfortable environment. They all benefit from staff taking steps to prevent the spread of infection. For example, they keep the premises clean, wear gloves when changing nappies and handle food safely. Staff have a clear understanding of children's dietary needs. Their well being is enhanced by accessing a healthy diet. Children sit together around tables at snack and meal times enjoying each other's company however, the organisation of meal and snack times results in all children either being seated for or waiting for prolonged periods of time. All children are given a choice at mealtimes. Young children are encouraged to develop their independence when feeding themselves however; older children are not given opportunities to develop their independence further. For example, by serving themselves at mealtimes.

Children under the age of three benefit from regular outdoor or indoor physical play sessions enabling them to develop and enhance their gross motor skills. They use tunnels and large balls indoors while staff support less mobile children learning to crawl and walk. More mobile children play outdoors and visit the park regularly. Children over the age of three have insufficient opportunities to discover the many different ways of moving their bodies receiving limited guidance from staff. Children do understand the effects of certain conditions on their bodies for example, being aware that the sun can make them warm, hot or sticky. All children are able to rest or be active during the day according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

All children have access to a well organised environment. The playrooms are made welcoming with colourful posters and children's art work, giving them ownership of the environment. Children enthusiastically select activities from a broad range of well organised resources stored at their level, developing their independence. Children benefit from a satisfactory range of safety measures. They develop a good

awareness of their own safety through practising emergency evacuations and through sensitive reminders, such as not to drop crayons on the floor as they can cause them to slip and that if they do not sit on a chair properly they might fall. A visual inspection is carried out daily of the premises to ensure that there are no hazards. The formal risk assessment has not been regularly reviewed and updated to reflect identified hazards. Procedures to transport children to and from school from the Out of School club are in place however, not all staff involved in transport of children has the correct level of cover.

Children are well protected by staff that are confident and secure in their knowledge of child protection policies and procedures. They give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children settle well and build good relationships with staff and peers. Key workers assess children's abilities with the child's parent or carer before they start. A strong bond is developed with the child increasing their sense of well being. Children under two years receive lots of support and encouragement and staff are mindful of children's individual needs regarding feeding and sleep routines. A suitable range of activities is provided and children are encouraged to explore their environment and to develop their physical, early communication and social skills. Children aged two and three years are beginning to show emerging confidence and independence, some are able to select their own toys. They are inquisitive and interested in the resources made available to them. They play happily together and with adults enjoying using resources such as large construction, sand and water, painting and model making. They are beginning to express themselves more readily using spoken words, facial expressions and gestures. Staff are beginning to use the Birth to three matters framework to improve their practice. School age children develop their independence well as they make their own selections from the well organised environment.

Nursery Education

The quality of teaching and learning is satisfactory. Children are settled and confident in the setting. Most children have a positive approach towards activities. Less able children do not join in fully therefore, not gaining the full benefit of the activity. During free play children take the initiative for selecting what they would like to do. For example, they paint and draw, use the computer and make models using Mobilo. Children receive lots of positive praise from staff with the result that all children are well behaved. Most children are confident speakers. They enjoy sharing with the group what they have done during the session. They talk through how they are going to approach an activity. For example, describing what the picture is going to be that they draw. More able children are very confident in recognising letters of the alphabet and saying what begins with the letter however, such activities are sometimes too advanced for less able children. All children enjoy listening to stories in a group. They look at books together carefully turning the pages. Writing skills are developing well as they use pens and pencils making marks on paper. All children have a good

understanding of number using it in every day contexts. They show an interest in number problems for example, counting how many children are sat at the table and saying how many pencils they need. They explore space and shape in their play pouring water from one container to another and saying what shape their model represents. Children show a good knowledge of how to operate simple equipment and find out how simple technology works. They use the computer confidently and know that you have to press the button to make it work. They have a good concept of time recalling that they had learnt about electricity last week. All children draw with confidence achieving desired pictures. For example they draw a circular shape to represent an egg. They talk about the colours that they are going to use. They enjoy singing familiar rhymes and songs. Children engage in activities requiring hand eye co-ordination. They use scissors and tools well. They have limited access to physical play.

Written plans lack detail. They do not link directly into the areas of learning or stepping stones. Activities are not adapted to reflect different children's abilities. Assessment records are not used sufficiently to plan the appropriate next step in children's learning. As a result, activities do not meet the needs of all children.

Helping children make a positive contribution

The provision is satisfactory.

All children develop a positive attitude towards others and gain a good understanding about the wider world through stories, songs, celebrating festivals and investigating resources in the nursery and out of school. This positive approach fosters children's spiritual, moral, social and cultural development well. Children show growing self help skills and confidence. They select toys and activities and attend to their own toileting needs where age appropriate. Opportunities to further develop older children's independence skills could be promoted, for example during meal times. The provision has taken some steps towards accommodating children with special needs or who have an additional language. Relevant paper work is not in place in relation to children's individual programmes for development with the result that each child's needs are not met. Children's behaviour is good. Staff support children in sharing and turn taking. They set consistent boundaries for all children and in particular with children aged over three. This helps them to learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is increased as they respond to gentle reminders to care for the environment, resources and each other.

Partnership with parents and carers is satisfactory. Children benefit from a two way sharing of information between staff and parents which enhances their learning. Parents of young children are informed about their day through a daily dairy. Parents of older children receive information verbally. They receive regular information about activities and how they can contribute to their child's learning. Positive feedback was received from parents about the staff and service provided.

Organisation

The organisation is inadequate.

The Leadership and management is satisfactory. The required policies and procedures are in place which supports the care of the children. Most records are kept accurate and up to date. However, staff within the playrooms are sometimes unaware of how many children are attending, resulting in records not being used well. Organisation of meal times is poor. Staff have access to relevant training and appropriate support, such as team meetings and individual appraisal sessions. They have a clear understanding of policies and procedures, such as child protection and behaviour management. This ensures that the policies are consistently applied. Regulations are not complied with to support the care of the children as systems for keeping Ofsted informed about changes to staff are poor. Insufficient staff in the baby room results in children not being adequately supervised. Staff caring for children under the age of three have attended Birth to three matters, training. They are in the process of introducing the framework into their planning which supports and enhances the care offered to the children. The planning for children over the age of three lacks clear direction. The staff member working with children in the out of school club is not suitably qualified for her role. This results in children over the age of three not being sufficiently challenged. The lack of effective monitoring of teaching and learning means gaps in children's learning go unnoticed. Recording methods are not systematic so staff have very little useful information about children's achievements to enable them to progress. This means that overall the needs of all children that attend are not met.

Improvements since the last inspection

The previous Children Act inspection recommended that the nursery should improve resources, safety, documentation, records, policies and procedures. The nursery has made some improvements. A broad range of resources ensures that children have access to positive images of diversity. The operational plan has been reviewed and now includes all necessary details for child protection and the out of school club. This results in children being cared for by staff who are fully aware of the requirements. A hand rail has been installed ensuring children's safety when going up and down stairs to retrieve their coats. Buggies are stored appropriately outside and hazards are minimised.

Parents record children's attendance at the entrance to nursery. However staff are not always aware of how many children are in attendance in their playroom. Staff are designated to transport children however, they all do not have sufficient car insurance cover. As a result, children's safety is not addressed fully when in attendance and when being transported. The organisation of snack time has not been addressed with the result that children are kept waiting for long periods of time.

Complaints since the last inspection

There are no complaints to report.

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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 staff are suitable to work with children and that the appropriate documentation is submitted to Ofsted
- ensure that the record of children's attendance is available to staff at all times
- ensure that designated staff responsible for transporting children in their vehicles have sufficient cover on their insurance.

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):

- further develop methods of planning and assessment to ensure that all areas of learning are consistently covered. Evaluate activities and children's individual learning more effectively, so as to shape and inform further planning
- ensure that developmental records are consistently maintained on a regular basis
- review grouping of children during adult led activities to ensure all children are able to participate at their own level and benefit from the activity provided
- ensure regular opportunities are provided for physical outdoor play and if unable to access outdoors provide alternative physical play opportunities indoors
- put in place a system for recording individual educational plans in respect of children with special needs.

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