

# Jack and Jill Nursery Group Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	120076
<b>Inspection date</b>	26 June 2007
<b>Inspector</b>	Deborah Jaqueline Newbury
<b>Setting Address</b>	c/o Shawfield Primary School, Winchester Road, Ash, Aldershot, Hampshire, GU12 6SX
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<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 Nursery Group has been open since the 1970's. It is a non-profit making company managed by two directors and operates from a purpose-built building within the grounds of Shawfield Primary School, in Ash. The nursery serves the needs of families in the area and the intake reflects the local community.

The group is registered to care for a maximum of 30 children aged between two and under five years. There are currently 70 children on roll. This includes 48 children who are in receipt of nursery education funding. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery opens five days a week, term time only. Morning sessions run from 09.00 to 12.30 and a lunch club is provided from 12.30 to 13.00. Afternoon sessions run from 13.00 to 15.00. Children attend for a variety of sessions or stay all day.

There are four full-time and five part-time staff currently working with the children. All staff either hold or are working towards a recognised early years qualification. One of the directors

has a degree in Early Years Education and Childcare and has achieved Early Years professional status.

The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy as staff implement good practice to ensure the cleanliness of the environment and restrict the potential for the spread of infection. For instance, they wear gloves when dealing with any bodily fluids, clean tables before children eat and check the toilets regularly throughout the session to ensure they remain in a hygienic condition. Children learn the importance of good personal hygiene. They wash their hands at appropriate times, such as after using the toilet and messy play and before eating. Some children show understanding of the reasons why they need to do this as they talk about their hands being dirty and having germs on them. The provision of foam soap makes hand washing fun.

Almost half the staff team hold valid first aid certificates which ensures children receive appropriate care if they have an accident. Children who do sustain an injury whilst at nursery are treated with care and concern. Accident and medication records are maintained appropriately although currently, staff do not obtain written parental consent to seek emergency medical advice or treatment. Furthermore, they do not keep a record of all existing injuries.

Children help staff prepare food each day for snack. They handle knives as they spread butter on crackers, peel Satsuma's and use an apple slicer with assistance. Snack items are healthy and nutritious and are provided in plentiful quantities to allow children to eat their fill and ensure they do not go hungry. Parents are invited to contribute pieces of fruit for everyone to share. This approach enables parents and staff to work together to promote children's awareness of healthy eating. Staff further promote this through focused activities and discussion about foods that are healthy and those that are less so. Children eagerly contribute their thoughts to this discussion. Those children who stay for lunch bring a packed lunch from home. Parents are given suggestions for items they could include. Children do not become dehydrated as they are able to help themselves to drinking water at all times. Snack and lunch times are sociable occasions as staff and children sit together and engage in conversation.

Children have lots of fun as they play in the very well presented outdoor play area. They remain well occupied and develop their physical skills as they explore the different activities and equipment available to them. For instance, they delight in manoeuvring the wheeled toys around the cycle track and talk about how fast they are going. They develop their balancing skills as they climb onto tyres and milk crates. They enjoy making sand castles and planting summer bedding plants.

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

The provision is good.

Children play in a safe, well-maintained environment that is effectively organised to enable them to move around freely and independently and to sit and play in comfort. Posters, displays of children's work and lots of photographs of those children currently attending the setting engaged in play helps to create a warm and welcoming appearance and adds to children's sense

of belonging. Children help themselves to a broad range of good quality, age appropriate resources that have regard for all areas of development. Labelling, with both words and pictures, helps children see what is available and gain understanding that print carries meaning.

Staff supervise children carefully and implement effective practice to minimise areas of potential risk. For instance they wipe up spilt water to ensure it does not pose a slip hazard and they intervene to stop children running around indoors. Staff use events such as Accident Prevention week to raise children's awareness of how to keep safe. Good security procedures ensure children are unable to leave the premises unattended and that they are only collected by persons authorised to do so. Fire evacuation procedures are displayed and drills undertaken regularly to ensure everyone has a clear understanding of the action they should take in the event of it being necessary to vacate the premises. Safety checklists are completed.

Children's welfare is promoted as staff have a secure understanding of child protection issues and their role and responsibility in safeguarding children. Most members of the staff team have attended relevant training and information about the procedure they should follow if they have any concerns is readily to hand in the nursery office. Parents are informed of the group's responsibility in this respect via the prospectus.

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

The provision is good.

Children enjoy themselves and have fun. They enter happily and settle quickly. They enjoy freedom of choice in their play as they are encouraged to explore the different resources on offer. Staff create a busy and stimulating environment for everyone and provide children with good levels of support which enhances their play and learning. They set the scene for the day's activities by talking to children about what is on offer and thus help them look forward to their time at nursery. Very good attention to detail in respect of the presentation of some areas of the room such as the role play area and the range of resources provided, in particular to support topic work, means that children very often explore different and perhaps unusual items. For example, during a recent topic about pirates, staff made a boat for children to play in. Staff treat children with warmth and kindness and as a result, relationships are very good.

Staff monitor the progress of younger children attending the nursery using the different components of the Birth to three framework of good practice.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from a well-rounded curriculum that provides them with a wealth of opportunities to participate in interesting activities and experiences that have regard for all areas of learning. All staff have input into the weekly planning meetings and use these to plan for children's development. Staff regularly observe children and monitor their progress through the stepping stones using the Surrey Child Profile assessment system. Staff know their children well and plan for the next steps in their learning although currently, they do not record these.

Children's personal, social and emotional development and their knowledge and understanding of the world is very good as staff give lots of attention to these areas of learning. Children remain engrossed and are motivated to learn. They develop high levels of independence as they self-select activities and are encouraged to play an active role in the setting and take on roles of responsibility. For example, they tidy up, hand round the bowls at snack time and help

to do the washing up after they have prepared snack items. Children get on well with one another and with the adults caring for them. Daily calendar activities develop children's awareness of the passage of time. They eagerly call out what the day of the week is and recognise the numerals that make up the date. They express their opinion about the day's weather conditions and notice when another picture has been added to the display to reflect the fact that it has begun to rain. Children look intently at x rays of different parts of the body using a light box and identify what they see. Visits from people in the local community and discussions with staff help to develop children's understanding of people who help them and their place in society.

Staff spend a lot of time talking to children and thus encourage their spoken language and listening skills. Children select their name card on arrival at nursery and they are supported in their developing awareness of phonics. They have access to a wide range of mark marking materials and have some opportunities to practise emergent writing. However, this is not consistently supported by all staff as they tend to write their names for them. Children remain engrossed at story time even when listening to a quite lengthy story. They show good levels of recall as staff ask questions afterwards to check their understanding. Children choose to spend time in the book corner looking at books.

Children confidently identify written numerals and many count with confidence. They gleefully correct a member of staff when she starts to count the number of playdough balls a group of children have made and deliberately miscounts. Children talk about their ages and how old they will be on their next birthday. However, staff do not exploit opportunities that arise as part of the daily routine, for example snack time, to consolidate and build further on children's skills.

Children move around with good levels of control and co-ordination and an awareness of space. They participate in a weekly gym session in the nearby school hall where they have the opportunity to use the school apparatus or take part in planned adult activities. Children enthusiastically investigate different ways of jumping in time to a musical beat. They participate in lots of activities which develop their manipulative and small muscle skills. They handle a range of tools safely and with good levels of control.

Children use their senses as they explore a range of media and materials. For instance, they play with freshly made playdough which is still warm and scented with orange. They mix in grated orange peel and staff seek their input about what they can smell. Children enjoy painting and playing with water. They cut up fruit to use for printing. They talk about the different coloured paints they have and mix these together to create new ones. Children use their imaginations as they play with the small world toys and spend time in the 'baby clinic' role play area. They use digital weighing scales to weigh the dolls and are encouraged to identify the numerals displayed. They then use wipes, powder and appropriately sized nappies to change the 'babies.' The provision of authentic resources makes their play more realistic. The following day, children have the opportunity to observe a real baby being bathed and fed. They become very excited and are keen to test the temperature of the water to ensure it is not too hot. They remain interested and some children share their knowledge about their baby brothers and sisters at home.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are treated with respect and equal concern which helps them to feel good about themselves. Staff show interest in the children attending the nursery. For example, they chat to them about their home lives and the visits to school that some children have recently made. A child who has returned after being unwell is welcomed back with the words 'it's nice to see you back.' Everyone claps when a child reads them a book he has brought in from home. Children find out about their own and other cultures as they explore resources that reflect positive images and take part in planned activities throughout the year. At registration, children choose to respond in French and all call out bonjour when their name is called.

Children with learning difficulties and/or disabilities receive excellent levels of support. The nursery's special educational needs co-ordinator (SENCO) has lots of experience in supporting children with additional needs and works in partnership with parents and other professionals to meet these. Individual plans are put in place to help children progress and different systems for communication are used with some children.

Children receive consistent praise and encouragement from all staff which fosters their confidence and self-esteem. All children have their own behaviour chart and collect stickers for specific things they do. Staff set the scene with regard to expectations for behaviour, for example at registration time they are helped to understand the need to put up their hands if they wish to speak.

The partnership with parents and carers is good. Staff adopt a supportive approach towards families which benefits the children attending. They greet parents warmly on arrival and encourage them to come into the group. Parents receive good quality information about the nursery, its policies and the curriculum. Newsletters are informative and weekly plans are displayed on the notice board to help parents gain awareness of what their children will be doing. There is an informal exchange of information. This is supplemented by termly key worker open sessions where they can view their children's records although these do not show the next steps in their children's learning. Parents speak positively about the provision and the staff caring for their children.

## **Organisation**

The organisation is satisfactory.

Leadership and management is good. All areas of the nursery, inside and outside, are well organised to provide an interesting and stimulating environment with lots of play and learning opportunities for children. They feel settled and secure because they receive good levels of support and encouragement from the adults caring for them. Sessions are well-paced and planned to enable children to participate in free play, whole group times, focused activities and to be active.

Regulatory documentation and other records that contribute to the health, safety and welfare of children are mostly in place. Written policies and procedures underpin practice although the nursery's complaints procedure has yet to be updated to reflect the changes to the National Standards and show contact details of the regulator.

Staff deployment is good. All work together well as a team and display sound awareness of their roles and responsibilities. They receive good levels of support from the nursery owner. The importance of training is recognised by all and all either hold appropriate qualifications, are currently training or due to commence courses in the near future. Appropriate recruitment and vetting procedures are implemented to ensure children are cared for by adults who are suitable to do so. Practice is evaluated to identify areas for development and thus improve the quality of care and education for children and the service offered to families.

The setting meets the needs of the range of children for whom it provides.

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

Since the last care and nursery education inspection the nursery has addressed recommendations raised relating to documentation, partnership with parents, the development of an appraisal system and some aspects of children's mathematical development.

Staff now maintain a full record of all fire drills and ensure parents sign to acknowledge the administration of all medication. The measures taken contribute in positive ways to the overall welfare of children attending the nursery and the safety of everyone. An appraisal system has been introduced to monitor and evaluate staff's individual performance and contribution to the setting and to identify training needs and areas for professional development.

Children enjoy participating in games and activities which enable them to practise their developing mathematical skills and encourage them to begin to understand simple number operations. For instance, they have fun playing a game devised by staff where they are given a paper plate face and place a number of counters on it to represent measles spots. They then throw a dice and subtract the number of counters that corresponds to the number thrown on the dice.

Parents are invited to attend key worker open sessions each term where they can observe their children at play and talk to their children's key worker about their 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):

- consolidate further the healthcare records of children attending the setting by keeping a record of all existing injuries and seeking written consent to seek emergency medical advice or treatment
- improve existing documentation by updating the existing complaints procedure to take account of the amendments to the National Standards (October 2005), and include contact information for the regulator.

### **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):

- ensure greater consistency in encouraging children to explore emergent writing and make greater use of daily routines to consolidate children's use of number
- enhance existing records kept on children's progress by including information about the next steps in their 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](http://www.ofsted.gov.uk)