

Jack and Jill Nursery Limited

Inspection report for early years provision

Unique Reference Number	317382
Inspection date	09 January 2008
Inspector	Karen Ling
Setting Address	15 Marlborough Gardens, Stanwix, Carlisle, Cumbria, CA3 9NH
Telephone number	01228 530 478
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Registered person	Jack and Jill Nursery Limited
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 satisfactory. 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 is a privately owned limited company. It opened in 1988 and operates from the ground floor of a three storey semi-detached house. It is situated to the north of Carlisle approximately one mile from the city centre. A maximum of 31 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

Currently, of those children on roll, nine receive funding for early education. Children come from the locality and wider catchment area. There are currently no children with learning difficulties and disabilities or children who speak English as an additional language.

The nursery employs eight members of staff. All hold appropriate early years qualifications and two are working towards a higher level 4 qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are encouraged to follow a healthy lifestyle. The awareness of older children is enhanced by visits, for example to the dentist, where they learn what the dentist does. They exercise to music regularly and play outside in the fresh air most days. They show developing skills and agility as they mount and ride tricycles, attempt to spin hoops and move around the climbing frame. Staff also use the outdoors to help children develop their skills in using small tools, such as paintbrushes. For example, several excitedly painted the wall with water. When large numbers of children use the space together, outdoor play is not as good. The layout of the space, together with the number of resources set out, means that there is limited opportunity for vigorous activity and children's manoeuvrability is hindered. Children become aware of staying safe in the sun because they are encouraged to wear sun hats and play under a canopy in hot weather. Babies are taken for walks in the vicinity and also enjoy the enclosed, outdoor play area in clement weather when staff put down suitable matting for them.

Children really enjoy the freshly prepared meals at lunch times which are complemented by a range of fruit and raw vegetables at snack times. They drink milk at snack times and water is always available. The nursery takes on board the requests of parents and offers a good range of healthy and nutritious food. Staff responsible for preparing food have completed appropriate food preparation training. Staff are very caring towards the babies and young children at meal times and give appropriate support, though occasionally, feeding routines for babies lack consistency from one main carer. Toddlers manage very well at meal times, showing growing independence as they learn to use cutlery. The older children learn basic hygiene routines, such as washing hands after toileting and before eating. As yet this good practice is not as consistent with younger children. All staff hold a valid first aid certificate. Accidents and the administration of medication are dealt with effectively and details recorded.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are helped to stay safe. Staff and parents are made aware of the procedures to follow for the safeguarding of children. Staff are responsible for checking for potential hazards on a daily basis to ensure the safety of children. The manager has attended risk assessment training and carries out detailed checks on provision. Children practise the emergency escape routine and fire safety equipment is in place. When children go on outings, staff are vigilant and ensure that all equipment and information required for children's safety is managed well. Games help children to develop an awareness of how to keep safe outside. For example, how to cross the road safely. Ratios of adults to children are maintained and all staff were very careful during the inspection to make sure that sufficient staff accompany children as they move around the areas. Babies follow their own individual rest patterns and sleep in a separate room to their play room. They are checked by staff at regular intervals. A listening monitor enables staff to be aware of when babies waken.

Children are safe within the environment because furniture and resources are well maintained and appropriate for purpose. The nursery has a wide selection of resources and toys which are suitable and made accessible to the ages and stages of development of the children. Babies and toddlers enjoy the freedom to move around the open floor space safely and explore their environment. Staff set out a selection of toys and those who are crawling or walking happily

move about their area. Staff are at hand to steady and support the babies and very young children. Children in the pre-school room negotiate their way around the play areas well. A satisfactory range of toys and resources are set out to provide a degree of independent choice which children confidently select from.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children and babies are welcomed by friendly staff and quickly settle into the nursery routine. They confidently start playing within the stimulating surrounds and with the variety of toys and resources available. Staff get to know the children well and form a good rapport with them. Babies' communication skills are encouraged effectively because staff regularly interact with them through speaking and singing. The open floor space enables babies to stretch, crawl and develop large physical movements. Their development is supported well by the variety of sensory and physical toys and resources. They enjoy close contact and cuddles from staff. At lunch times they sit together at appropriately sized tables and chairs. Staff encourage independence and recognise when to give support. Babies show perseverance and manage to feed themselves very well much of the time. Daily diaries record briefly what has been done each day and this information is shared with parents. Each child's individual achievement is charted by staff through more formal observations of what they can do.

Children receive and enjoy a variety of experiences throughout the day as they follow the daily routine. Staff are very keen to let children make their own choices. They start the day by selecting trays of toys, such as puzzles and construction apparatus. The science box is a current favourite. Children show curiosity as they find out how things work and what they are used for. They have been learning about people who help to keep them healthy, and the dental and ophthalmic instruments set out are a cause of interest amongst the children. They enjoy using jugs and funnels to explore materials, such as the sand and water. One child was very pleased as he worked out how to pour sand to make the wheel turn round. A good variety of books are accessed by children who like to sit in the cosy corner and look at stories. Some are beginning to gain an understanding that print carries meaning. For example, they narrate the story in their own words taking clues from the pictures. Children sing together with staff, regularly listen to stories and sit quietly as children take turns to talk about significant things that have happened to them. The older children recapped on their visit to the dentist very well when staff asked questions. On occasions, when younger children in the pre-school join the older children, they have little input into the whole group activity and become restless because they sit for a long period of time. Staff do not always pick up on this and offer a more appropriate activity.

Nursery education

The quality of teaching and learning is satisfactory. Children make sound progress towards the early learning goals overall. Personal, social and emotional development is a strength and children make good progress in this area of learning. Children are confident in their surroundings and develop a good level of independence and responsibility. This is enhanced by the encouragement they receive to help the younger children in the room. They are very well behaved and show good manners at meal and snack times. They are very sociable and clearly enjoy being with the friends they have made. They respond well to staff who have established a friendly rapport with them.

Staff generally have a sound knowledge of the Foundation Stage and relate well to the children. Plans cover all six areas of learning and are linked to topics which interest the children. However, careful monitoring does not ensure that all aspects of the curriculum are covered sufficiently over time. Children enjoy a variety of activities which are generally on offer continuously. They are able to choose what they would like to do for much of the time. Some activities are adult led and have a focus. For example, listening skills are practised as they play the sound lotto game. They learn letter sounds and some recognise letters in their own name. They enjoy singing and joining in with familiar refrains. They excitedly collected books to exchange when the library van visited and were very pleased with the ones they chose. Drawing and colouring materials are available if children choose to use them. Resources which encourage children to develop an interest in writing to record and communicate, and those which encourage simple calculation and an interest in number problems are not sufficiently available. They practise counting forwards and backwards as they sing number rhymes and use different materials, such as dough, to form number shapes. They learn about mathematical concepts, such as full and empty, more and less, as they play with the sand and containers. They like to bake too and use scales and spoons to measure out ingredients. They begin to develop skills in using information technology. Children enjoy computer games, such as finding the correct word to complete a puzzle. However, when groups of children do this activity together, too much time is spent waiting for a turn and this does not make best use of children's time. Most days a craft activity is planned, such as making a collage using a variety of materials or painting.

Children concentrate well and take on board suggestions made by adults who in turn give regular praise for the effort children make. However, plans do not set clear learning intentions or ensure that sufficient resources are available to support areas of learning well, particularly, in relation to communication, language and literacy, and mathematical development. Though children are able to make their own choices about what they want to do, this is not monitored well enough to ensure that children utilise their time as well as possible. Staff make observations of what children can manage and record their findings in relation to the stepping stones but have yet to use the information well enough to plan the next steps in children's learning. Consequently, activities often do not provide sufficient challenge and move children on in their learning fast enough.

Helping children make a positive contribution

The provision is satisfactory.

The friendly and caring atmosphere within the nursery enables children to form positive relationships with the children and staff around them. Babies are able to contribute to secure relationships with the staff who listen and give them their full attention when they try to communicate. Staff value the differences of each child, for example by making routines, such as sleeping and changing, personal. Staff deployment at lunch times occasionally means that continuity of carer with babies is compromised. However, they are quickly settled if they become upset.

Children are encouraged to help one another. They do this well and are frequently praised for their efforts by staff. Behaviour is very good and managed well overall by staff. Most activities are suited to the needs of children and this results in them being engrossed in their play and confident to try new things. Children are encouraged to participate and contribute in a group but staff are not always mindful that some children may find this more difficult than others. On occasions, young children become restless because they are expected to join in with older children for too long rather than being enabled to access more appropriate play. Older children show concern and consideration for younger ones. They like to help and can often be heard

asking staff if they can put things away. They are given responsibilities and respond well to this. They sit very patiently at snack times as friends hand round cups and fruit. Children are well mannered and staff remind them to say thank you if they forget. They are helped to develop an awareness of differences and tolerate each other. This is done in meaningful and fun ways. For example, they learn about aspects of other cultures and religions through celebration activities, such as Christmas, Diwali and Chinese New Year. Children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers is satisfactory. Information displayed for parents includes plans of what activities children are doing. Staff give parents a friendly welcome and converse with them on a daily basis about what their child has been doing. Before the start of the Foundation Stage, the nursery holds a meeting for parents to inform them of this next stage in learning. Folders holding children's work is available for parents to see. Parents know who they can speak to if they wish to share information or have any concerns.

Organisation

The organisation is satisfactory.

The day to day running of the nursery is well managed. The proprietor is responsible for overall management and systems are in place to deputise in the manager's absence. Three members of staff, including one who has been employed at the nursery for nineteen years, act as deputy managers and share responsibilities. Staff work well together as a team to meet the needs of the children most of the time and regularly check that ratios are being maintained within the three main play areas. The manager is keen to promote the professional development of her staff and all staff are qualified. Currently, a high proportion of staff hold an appropriate level 3 qualification while two of the deputy managers are working towards a level 4 qualification. The accommodation is set out to facilitate the differing needs of the children, and policies and procedures underpin the safe running of the nursery. Staff meet regularly and exchange information about how well things are going and discuss the way forward with any issues arising. The overall monitoring of the quality of provision and outcomes for children are not formalised as well. As such, managers have not clearly identified the strengths of the nursery and what needs to be done to improve further the outcomes for children, such as ensuring plans are comprehensive and have clear learning intentions, or improving the deployment of staff and grouping for activities with the two to four-year-old children to ensure they all participate fully at all times. Overall the provision meets the needs of the range of the children for whom it provides.

Leadership and management is satisfactory. Staff who lead the Foundation Stage curriculum devise plans which cover all six areas of learning. Topics are chosen to appeal to their interests. However, plans are not monitored sufficiently to ensure that all aspects of each area of learning are covered sufficiently over time. All children are given equal opportunity to take part in planned activities within the Foundation Stage, though provision does not ensure that they all receive enough challenge and build on what they already know and can do. Staff speak confidently about the support they receive from senior staff when requested and are keen to ensure that children enjoy their time at nursery. Indeed, children were seen to be happy and content during the inspection.

Improvements since the last inspection

At the last inspection, the setting was asked to: ensure all wires were made inaccessible; closely supervise children on the raised alcove in the baby room; ensure children under two have

sufficient outdoor play; review the system for passing information to parents; and record in the incident book any monitoring of children's behaviour. Wires have been made safe and babies are supervised appropriately. Children under two years benefit from regular exercise outside. However, on occasions, the high number of children playing outside at the same time impacts on the space available to move around freely and safely. Daily activity plans are displayed for parents. Staff have introduced a system of keeping children's work in files that are available on request and given to parents when the child leaves the nursery. Records maintained within the incident book have been reviewed satisfactorily.

In relation to nursery education, the setting was asked to promote children's awareness of other cultures and beliefs. Displays and posters promote positive images and plans include opportunities for children to increase their awareness of aspects of different cultures and beliefs. For example, through the celebration of Chinese New Year and Diwali.

Complaints since the last inspection

Since 1 April 2004, there has been one complaint made to Ofsted that required Ofsted to take action in order to meet the National Standards. Ofsted received concerns relating to: National Standard 1 - Suitable person; National Standard 2 - Organisation; National Standard 3 - Care, learning and play; National Standard 12 - Working in partnership with parents and carers; and National Standard 14 - Documentation. An Ofsted inspector visited the provision on 21 August 2007. Actions were raised under National Standard 2 - Organisation and National Standard 12 - Working in partnership with parents and carers; these were satisfactorily met by the registered provider. Ofsted are satisfied that the provider remains qualified for registration.

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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The quality and standards of the nursery education are satisfactory.

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 staff deployment at lunch times provides continuity of care and is in the best interest of every child
- develop the monitoring of provision so that strengths and areas for development are identified and acted upon
- make sure that very young children are not expected to sit still for too long and enable them to follow their own needs

- improve plans for outdoor play so that children can use equipment and the space more effectively and can safely enjoy more vigorous activity

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 planning to ensure that activities both adult led and self chosen have clear learning intentions, provide appropriate and sufficient challenge for differing abilities and make best use of time and resources
- ensure children in the pre-school room can access a wider choice of resources for all areas of learning independently
- ensure that plans cover all aspects of the curriculum sufficiently over time.

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