

# Jack and Jill at Saint Mary's

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY343611
<b>Inspection date</b>	10 July 2007
<b>Inspector</b>	Valerie Block
<b>Setting Address</b>	St. Marys RC Primary School, Holden Road, Salterbeck, Workington, Cumbria, CA14 5LN
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<b>Registered person</b>	The Trustees of Jack and Jill at St Mary's
<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 Pre-school at St Mary's is run by a management committee. It was registered in November 2006. It operates from a modular building in the grounds of St Mary's Catholic Primary School in Harrington, near to Workington in Cumbria.

Children use the play area, toilets, lobby and outdoor play area attached to the modular building that is kept for the sole use of the nursery children. The children are carefully escorted to the main school site for outside play on the field and the yard when older children are not using these areas. The children go to the school hall occasionally for play and have their dinner there everyday under close supervision. Once a week, the children use the computers in the school computer suite sited in the main school building.

A maximum of 26 children may attend the nursery at any time. The nursery is open from 08.00 to 16.00 on week days throughout school term times.

All the children are in receipt of funding for nursery education. Children can also attend the nursery at other Educare sessions. There are currently 41 children aged three and four on roll.

Children are admitted from the local and surrounding areas. The nursery supports children who have learning difficulties.

The nursery employs three permanent, core members of staff. They all hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children demonstrate a good understanding of health and hygiene practices and are learning to take responsibility for their own self-care routines. For example, the children use the toilet independently and wash their own hands. They confidently follow the step-by-step illustrations on the wall to help them develop this life skill. Children also know that they need to wash their hands before eating and food preparation activities. Staff help children to understand that there are unseen germs on their hands that could make them feel ill.

The staff provide regular activities for the children to help them develop a healthy lifestyle. There are interest tables at child height with information and objects to help children take an interest in their self-care. For example, in the lobby there is a table with items worn in the sunshine such as swimming costumes. Sun cream and hats are also displayed. When outside, the children are reminded to wear their hats on a warm day and children are able to explain why this is important. This shows that children are taking responsibility for their own good health.

Children are well protected from infection as all staff have first aid certificates and the relevant policies and procedures for the staff are clear and understood by the staff. The accident procedure followed is satisfactory and the accident book is reviewed to ensure that any risks are addressed in the future.

Children are very well nourished and enjoy healthy snacks each day. They enjoy chopping up melons, with staff help, and consider the benefits of healthy food as they discuss this with the staff. Children know that eating fruit makes them grow big and strong and so children begin to understand and take responsibility for their lifestyle choices. The children benefit from the provision of nutritious snacks that they self select at a time of their own choosing. Children help themselves to milk and flavoured milk or water at their snack time. They also can choose to help themselves to water from a jug or from a bottle of water that they bring from home in their bag.

Children play inside and outside as the setting offers continuous educational provision and children move between the two areas freely. Children therefore sometimes are outside for considerable periods. There is no provision for children to help themselves to drinking water outside, although children are free to come back inside to help themselves to water. The children are not encouraged or reminded to take a drink when they have been physically exercising on a warm day. This means that children are not learning to recognise the importance of drinking water when it is hot and after they have exercised.

Children's gross motor skills and fine motor skills are developing well because they enjoy a wide variety of resources that are continually available to them. Children enjoy taking part in very regular physical activity both indoors and outdoors. They move with confidence, control and coordination as they crawl through play tunnels and climb up climbing frames. They learn to

ride scooters and manoeuvre bikes and cars of various sizes and complexity. They help themselves to balls of different sizes and persevere at learning to throw and catch with their friends. They go the school field to practice for a sports day and enjoy learning to move quickly whilst balancing quoits on their head and carrying potatoes on spoons. The children encourage each other to do well.

They enjoy running and having free movement in their outdoor area. They are able to move about successfully recognising their own and others' space to avoid collision. Children's fine motor skills develop as children competently cut up fruit safely with knives. They also are developing skills as they begin to learn to use a variety of mark making instruments such as pens, crayons, chalk and paint brushes as well as scissors.

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

The provision is satisfactory.

The environment is safe, warm and welcoming. Children play comfortably in an environment that is well ventilated with a good amount of natural light. The playroom is very attractive and colourful, displaying children's work to good advantage. Posters and children's work, as well as labels, display numerals and letters well so children are able to begin to recognise them as part of their everyday life. The play area is organised into different learning areas so children can easily find activities and resources.

Children freely access a broad and balanced range of appropriate resources and activities both inside the building and in the outdoor play area. Children benefit from a good amount of good quality play equipment that meets their needs. Easily accessible resources in labelled trays and storage boxes, and well-presented activities encourage children to make independent choices in their play. If children are only interested in one area the staff encourage a widening choice by placing favourite toys in different work areas.

Staff ratios are in place to keep children safe. The setting's procedures advise that students are always supervised. However, at one time, students were alone with children. This means that children's safety is not always protected sufficiently.

Children learn effectively about keeping themselves safe and how to avoid dangerous situations. For example, they keep close together and hold hands in twos as they walk to the school yard to play on bikes and other wheeled equipment.

Children are well safe-guarded because staff fully understand their role in child protection and consider the needs of the children as paramount. Staff have all attended child protection training and this together with good written procedures ensures that children are safe.

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

The provision is good.

Children enjoy positive relationships with staff who are very welcoming and warm to the children. Children arrive eagerly and happily enter the setting to join their friends and play. All children know their way around the nursery and confidently help themselves to activities and resources, including their snack food and drink when they choose to have a break. The staff are particularly good at encouraging children to become self-confident, able to make choices for themselves and meet their own needs as much as possible.

Children's needs and stage of development are well understood by the staff who obtain a good amount of information from parents about their children. Staff also regularly assess the children's stage of development and use their observations and assessment to plan children's future activities and any special help that children need to help them meet their goals. Children attending the nursery for long hours are well attended to and their needs for quiet, rest times are acknowledged so meeting the children's needs.

Activities and opportunities provided for children are good. A varied, stimulating and interesting range of age-appropriate resources and activities are available. These include areas for water play, sand play, craft activities, painting, investigation, role-play, mathematics, mark-making and reading.

Children access activities both indoors and outdoors, freely choosing from the good and varied range of resources available. On wet days the children also enjoy experiences and activities, such as various physical games, within the school hall. Children attending before and after the nursery sessions continue to make their own choices about their activities, choosing from the wealth of play opportunities available to them. All of which provide interest, stimulation and challenge to help children progress and enjoy their time at the setting.

### Nursery Education

The quality of teaching and learning is good.

Children make good progress towards the early learning goals considering their starting points as staff are very familiar with the Foundation Stage. The good activity planning is clearly linked to the stepping stones and early learning goals and takes account of individual children's learning needs and next steps. Teaching methods are imaginative and exciting, so children are motivated to learn and focus on the activities available. Children with learning difficulties are included in all activities and staff working with them are aware of their needs and help them to learn, taking into account their individual learning plans.

Staff thank children for their contribution and treat children with respect. Staff talk to children in a group at the end of the session and give this time importance as they give attractive sticker rewards to all children, congratulating children for good work such as tidying up well or working hard at an activity. Children are evidently proud to receive this acclaim, feel valued and are encouraged to do their best.

Staff use questions well to ask appropriate questions to help children to think and to learn at their own pace. For example, they ask children questions in mathematical terms, such as how many rabbits appear on a page at story time and how many remain when one is lost. Staff also use spontaneous events to extend children's learning, for example, when a child shows staff how they have made bubbles on their hand after using the soap, staff respond positively to her interest, discovery and wonder talking about how and why it happened.

Children are encouraged to be independent and are able to make their own choices for learning. For example, children choose most of their own activities as they choose to play indoors or outdoors and choose when they will stop to have their snack as well deciding as what they want to drink and eat. Children prepare the snack with staff support and clear away their food and plates according to set instructions by themselves. Children choosing to paint know where the paper is kept and help themselves, putting up the paper on the easel on their own without help. They then mix their own paint and choose from a variety of brushes and tools before

painting a picture of their own choice. This helps children to develop their independence, self-esteem and confidence.

Children are socialising well and learning right from wrong as they help each other to share favourite play equipment and tidy up together without argument. Children's personal independence is developing as they access the hand wash basins themselves to wash their hands following craft activities.

Children are developing their literacy skills as they listen to the sounds of letters and identify names beginning with those letters. The nursery use a scheme called, 'Jolly Phonics', where letters have their own song and action that children learn. This is used in the main school that most of the children will attend. So children benefit from beginning to learn to link sounds and letters in a way that will be continued in their school life. Mark-making is encouraged as children access a well resourced mark-making area where there are a variety of writing tools. Children develop a further understanding of letters as they talk to staff about the letters in their name when outside. Letters are placed in sand to encourage children's interest. Staff help children to also write their names in chalk on the ground. Children concentrate for long periods on this activity as the staff have made it very interesting to children. Staff help children to learn how to form their letters as they help children feel the shape of the letter and see the differences between the letter they are looking for and similar letters. Staff encourage children to take an interest in written letters and numerals as they are displayed at every opportunity throughout the premises.

Children are developing their spoken language well as they talk to one another about moving the radio controlled car about and also about how they will take turns fairly to ensure they can all have a turn.

They are developing their understanding of mathematics, as they count during the singing of the nursery rhyme, 'five currant buns', and identify numerals when making a model of an octopus. Children write numerals and also place dots on each leg to show the number. Children are able to make simple calculations and have started to consider fractions. They make sandwiches and cut them up into halves and squares. Children are asked to consider mathematical problems. For example, staff ask, 'how many pieces of bread are needed to make one sandwich?'. When children hesitate to answer, the staff encourage them to find out by actually making one. The children then have a good understanding of the concept of two and one as they have been directly involved in the experience.

Children are learning about the world in which they live in by celebrating festivals, such as Divali and Chinese New Year and by listening to stories involving other cultures. They learn about differences in society as the nursery provides a good variety of toys to help them consider this. For example, there are toy sized hearing aids and glasses that the staff use to show children how some people cannot hear or see very well and to discuss the issues. This teaches children to understand people who have disabilities.

Children have a developing interest in exploring and investigating their world that is actively encouraged by the staff. They have made a wormery with the children and photos show children on their stomachs taking great interest in watching the worms move about the floor. Outside, there is a tray full of hay and hidden inside are many objects for the children to find. This encourages them to explore and to develop their interest in the world around them.

Children's creativity and imagination is developing well through a wealth of experiences, such as painting, gluing, construction as well as imaginary play. The setting has provided an area where children can freely access all sorts of materials that the children can choose to make collages, models and paintings as they wish, so showing children the joy of creativity.

Children enjoy using technology as they help staff fit batteries inside a radio controlled car and use other programmable equipment such as a CD player. They make the toys work and direct the car backwards and forwards. Whilst doing so, they are using positional language and negotiating space using their hand and eye coordination well. Children benefit from using the computers in the school once a week but do not have a choice as to when they can access this equipment at present.

Children develop a sense of time and place as they talk to staff about their homes, understand the rhythms and routines of their day and join in local community activities such as concerts and fund raising events.

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

The provision is good.

Children have a good sense of belonging to the nursery and are making positive special relationships with other children. They are learning about their place in the community as well as making a positive contribution to their world by being involved with the school's recycling project. They enjoy going for walks with their staff to local places of interest such as the shore and around the streets on the estate where the nursery premises are sited. They enjoy visits from people in the community such as firemen who recently visited them at their nursery. Children are developing their awareness and understanding about diversity, through discussion and activities. Children are valued, included and have their individual needs met well. Staff work well with parents, carers and with other professionals to meet children's individual needs.

Children behave very well. Children are considerate of people's feelings and have a sense of fair play. When asked to tidy up the areas where they have been playing, children recognise that they have played in several areas and work with their peers to get the job done quickly. Staff encourage children's good behaviour by using a positive behaviour management strategy. Children have good role models as the staff are very calm and able to quietly resolve conflicts of interest through discussion and negotiation. Where children find it difficult to fit into the rules of the setting, staff engage with parents and other professionals to work out ways to help children develop this life skill. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is good. Parents are actively involved in their children's assessments from before they start at the nursery and are also involved in their children's learning thereafter. Staff ensure that parents are made very welcome and that their contribution is valued. They also give parents a lot of information about their setting and the way the nursery are implementing the Foundation Stage and the, ' Birth to three matters', framework. Parents are invited to visit the nursery to see what happens through the day. Staff complete a diary regularly that goes home for parents' information about the children's development and activities that are on offer at nursery as well as their own children's participation. Parents are invited to contribute to this diary advising staff of their children's lives and development issues.

Information is shared with parents in a variety of ways, including newsletters, comprehensive policies and procedures as well as reports. Parents are encouraged to help continue children's

learning at home. For example, children are learning about the letter, 'X', and parents are asked to help their children find this sound and letter in their home.

Parents spoken to advise that they are well informed about nursery activities, their children's progress and acknowledge the support they have received from the staff when settling in children who are anxious about being apart from their family. This shows that there is an effective partnership with parents.

### **Organisation**

The organisation is good.

The organisation of the premises, equipment and schedule of the children's day is effective and benefits the children. Children are, in the main, safe and protected because procedures are in place to protect children from persons who have not been vetted. The setting has a good recruitment procedure to ensure people with access to the children are suitable.

The provider has a clear vision for the nursery and evaluates the work of the setting to increase the quality of care and education for the children. There is an ethos of continual improvement. Staff are well trained and supported by ancillary staff such as administrative assistants so that children receive good quality care from their professional staff. There are good systems to give relief cover to staff that also give children continuity of care. There is good communication between the practitioners and the management committee to ensure that this service meets children's and parent's needs as well as meeting necessary requirements. The quality of leadership and management of the nursery education is good.

Records, policies and procedures, which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children, are well maintained and stored confidentially. The setting has also developed further documentation to ensure that parents have good information about the children and the setting.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

### **Complaints since the last inspection**

Since registration 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 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):

- ensure that children have access to water when outside and are encouraged to be aware of when they are hot and need to have a drink
- ensure that students are always supervised

### **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):

- review the provision of computer technology so that children are able to access this regularly as part of their everyday activities.

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)