

Jack and Jill

Inspection report for early years provision

Unique reference number EY102296
Inspection date 26/05/2009
Inspector Sharon Greener

Setting address 73 Beach Road, South Shields, NE33 2QT

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Jack and Jill Kindergarten was registered in 2002. It operates from three playrooms and associated facilities within a three storey terraced property. The Kindergarten is situated in the residential area of South Shields in South Tyneside. The setting is open each weekday from 07.15 to 18.00 for 51 weeks of the year. The Kindergarten uses the High Scope approach to learning. Kool Time for Kids Club opened in 2003. It operates from the top floor in the same property in South Shields. The Club opens weekdays throughout the year on a demand-led basis from 07:15 to 18:00 in school holiday periods and 15:15 until 18:00 during term-time.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 50 children at any one time. There are currently 56 children from eight months to seven years on roll.

The setting employs 13 staff. All of the staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff welcome children and parents into an inclusive environment where mutual co-operation is very well promoted. Staff work closely with parents and other professionals to ensure children's needs are well met. The quality of service, care and education provided is suitably assessed and evaluated and areas for further improvement are identified and tasked well. Good methods of assessing children's individual abilities are in place and children make satisfactory progress. However, younger children's access to resources to promote their understanding of information technology are somewhat restricted and some documentation is incomplete.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide a summary of information about written complaints to be shared with parents if requested
- ensure that risk assessment records indicate consistently the date the action was completed and that all entries are signed by the appropriate person
- continue to develop systems to support children who speak English as an additional language
- consider how access to computers can be improved for those children based on the lower floors so as to promote their awareness of information technology and provide them with regular opportunities to develop their skills in this area.

The leadership and management of the early years provision

Staff have a good understanding of policies and procedures and use them well to promote children's welfare. Staff have a clear understanding of the action to take to safeguard children from harm. They are vigilant regarding safety. Security is very well maintained. Visitors are thoroughly screened and very closely supervised. Strict procedures regarding the collection of children are adhered to. Staff work very well together as a team and are well deployed. They benefit from annual appraisals, regular supervision sessions, team meetings and access to relevant training. The required documentation is in place and is generally well maintained. Regular fire drills are completed and recorded. Suitable safety equipment is in place. Risk assessment procedures are satisfactory. However, not all risk assessment records indicate consistently the date the action was completed and by whom. All staff and parents are involved in the evaluation of the service provided. Parents views are acquired through verbal feedback, questionnaires and a comments box. Information obtained is analyzed and helps inform the evaluation. Areas for development are identified well and tasked accordingly. Staff show commitment to the improvement of the service, care and education provided.

Very good links are established with parents and other providers to ensure children's continuity of learning. Staff meet with teachers in other settings to discuss individual children's progress and share relevant information. Parents are kept very well informed of their children's activities and progress. Home-to-nursery diaries, daily record sheets and scrap books aid this process. Information about the Early Years Foundation Stage, activity plans, menus and policies and procedures is displayed. However, a summary of written complaints has not been prepared for parents information if requested. Respective parents have access to their child's personal records and are encouraged to contribute towards these. Staff encourage parents to support their children's learning at home. Parents are kept very well up-to-date regarding any particular interest their child may have, the types of activities they particularly enjoy and areas where some additional input would be beneficial. Feedback from recent parental questionnaires was very positive. Notification of the outcome from these is given via a scoreboard displaying a breakdown of performance in various areas of the service.

The quality and standards of the early years provision

Staff manage children's admission to the setting very well. Home visits are offered and a series of short visits to the nursery help children to settle very well. Staff work very closely with parents to ensure that children's individual needs are well met. During the induction process staff obtain pertinent information from parents and are able to establish a sound understanding of children's individual abilities and starting points. Staff have a satisfactory understanding of the Early Years Foundation Stage and use it well to enhance their practice. Children are well supported and sufficiently challenged. They benefit from the positive interaction and enthusiasm of staff that show a real interest in what children do and say. Staff respond well so as to nurture children's curiosity and interests. For example, preschool children displayed an interest in outer-space. Staff reacted by providing

creative and construction materials allowing children to create their own interpretation of outer-space through paintings and models. Staff praised children's work, which helps promote children's confidence and self-esteem. Good systems are in place to monitor and assess children's individual developmental progress. Records indicate the next steps to be taken to help each child progress towards identified targets. Planning is satisfactory. In general children have access to a suitable variety of resources and learning experiences. However, not all children have sufficient opportunities to develop their understanding or skills regarding information technology. Rooms are well set out to accommodate various types of play. Child-friendly storage systems allow children to explore and self-select activities. For example, toddlers confidently chose toys from shelves and storage boxes and then eagerly helped return them at tidy-up time. Such opportunities help to promote children's decision making and independence skills.

Staff use consistent age appropriate tactics to manage children's behaviour well. Children respond positively and are very well behaved. Hygiene standards are good. Staff present as positive role models. Regular routines help promote and reinforce children's good personal hygiene practice. For example, at snack time in the preschool room staff choose a child to help them to set out the snack table. As good practice both the staff member and child hand wash, wear catering aprons and hats, and clean the table. Meals are varied and nutritious. Staff use meal times to talk to children about various issues, including the benefits of a healthy diet and active lifestyle. Fresh drinking water is accessible and babies and very young children are offered drinks regularly. Daily opportunities for physical play indoors and outdoors are provided and regular outings are scheduled. A good selection of resources to help foster children's physical development is provided. Children with a disability or learning difficulty are well supported. Staff work in harmony with parents and liaise with other professionals, some of whom visit the nursery. In general staff show an adequate understanding of how to support for children who speak English as an additional language. Children are helped to develop an understanding of the need to preserve their own welfare and that of others. Staff talk to them about matters, such as, road safety, the safe use of resources, 'stranger danger' and showing care and concern for others. Ground rules are explained simply and gentle reminders given when necessary. Children respond positively to this.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met