

# Jack & Jill's Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	311268
<b>Inspection date</b>	06/01/2009
<b>Inspector</b>	Janet Skippins
<b>Setting address</b>	22 Cliffe End Road, Quarmby, Huddersfield, West Yorkshire, HD3 4FF
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<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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's Private Day Nursery has been registered since 1990. It operates from the ground floor of a detached house, serving the local community and surrounding area of Quarmby, Huddersfield. Children are accommodated in six rooms with access to an enclosed play area.

The nursery is registered to care for 36 children in the early years age group. There are currently 52 children on roll who attend for a variety of sessions. Ofsted registers the nursery on the Early Years Register, and the voluntary and compulsory Childcare Registers. The nursery offers support for children with learning difficulties and disabilities. It is open from 07.45 until 18.00 hours, Monday to Friday all year round.

11 members of staff work with the children, all of whom hold an appropriate childcare qualification. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Children are happy and settled at the nursery and benefit from a warm, inclusive, and welcoming environment. They are making satisfactory progress towards the early learning goals and their welfare is well promoted. Systems to use children's observation and assessment records to plan activities are in the early stages of development. The provider is able to assess the setting's strengths and weaknesses and has a highly positive attitude to improvement, although the system for self-evaluation is still in development. The nursery has a good partnership with parents, other providers and outside agencies.

## **What steps need to be taken to improve provision further?**

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

- continue to develop activity plans which are tailored to children's individual needs from the next steps for their learning as shown on their observation and assessment records
- continue to develop activities and resources to enable children to learn about disability.

## **The leadership and management of the early years provision**

All the policies and procedures required for the safe and appropriate management of young children are in place and contain all of the required information. Positive steps are taken to safeguard children's welfare and ensure they are cared for by staff with appropriate skills. For example, qualification requirements are met and clear and robust procedures are in place for recruiting and vetting new staff. They have attended training to implement the Early Years Foundation Stage and are

putting their knowledge into everyday practice. As a result, children make satisfactory progress given their starting points.

Practitioners have a clear understanding of their role towards child protection and are able to put relevant procedures into practice in order to ensure children are fully protected. Risk assessments are in place and clear records show that daily and weekly safety checks take place.

Good systems are in place to assess the setting's strengths and weaknesses and attention is given to monitoring staff performance. Annual appraisals provide an opportunity for staff and managers to look at training needs together. The provider has a very positive attitude to improvement and plans are in place to enhance the quality of the provision. For example, the nursery is working towards a quality assurance award. The kitchen has been refurbished and a recent inspection by the Local Authority Environmental Services department has resulted in the nursery being given an award of four stars, out of a possible five, for hygiene. The outdoor area has been developed with grassed and soft impact surfaces to enhance the safety of children.

The provider has acted on the recommendations made at the last inspection. Children now access more resources and activities to help them understand about people from different cultures and backgrounds, although resources are constantly being increased, including those to help children learn about disability.

Parents provide relevant information about their children, which staff use to form relationships with the children. Parents complete questionnaires annually, which show that partnerships with them are positive. In addition to regular parents evening and an annual open day, they are invited to look at their child's developmental record whenever they wish. They are also kept well informed of nursery activities through newsletters. The setting is proactive in providing an inclusive environment and works closely with parents and external agencies to ensure children receive the support they need.

## **The quality and standards of the early years provision**

Children are making satisfactory progress in all areas of learning and development. They are happy and settled in the nursery. The environment is well set out in clearly defined areas and children have sufficient space to move about freely. Children are able to self-select from a satisfactory range of toys and resources. However, there are a limited range of activities and resources available that promote children's understanding of disability. Children's health is well promoted through regular access to outdoor play as well as walks to the nearby park and woods. They also enjoy the health benefits of both regular yoga and dance sessions provided by visiting practitioners. Children grow their own vegetables in the garden, harvest and prepare them for lunches and snack. This helps them have a good understanding of healthy eating.

Good systems are in place to observe and assess the children's progress and identify their next steps for learning. Staff are in the early stages of using

observations and assessment to plan play experiences for individual children.

Staff provide good, tactile play experiences and babies enjoy playing with everyday items, such as rubber gloves. Toddlers interact well with staff and respond well when encouraged to tidy their toys. Staff in the pre-school room spend time talking to the children, supporting them and they provide a good balance of adult led and child initiated activities. The children relate well to staff, for example, some children were very keen to hug the staff when they first saw them following the Christmas holiday. Children are learning to keep themselves safe and understand basic rules.

The children are confident in the setting and are learning independence and social skills. They eagerly volunteer when staff ask them to show new children round the setting. They are learning about the world around them and the community they live in through outings to the post office and library. Staff encourage them to recognise the letters in their own names by pointing these out of displays and place mats. Children have good levels of concentration and spend time enjoying messy activities such as painting and baking.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.