

Jack & Jill Nursery

Inspection report for early years provision

Unique reference number	EY230785
Inspection date	14/07/2009
Inspector	Noreen Elizabeth Appleby

Setting address	West Road, Prudhoe, Northumberland, NE42 6HR
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Type of setting	Childcare on non-domestic premises
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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).

Description of the setting

Jack and Jill Nursery is a committee run setting which has been registered since 2002 and operates from rooms within Prudhoe Methodist Church hall. The two-storey premises have ramped access and a lift to the first floor, they are accessible to all. Children use the main hall and two additional first floor rooms, as well as appropriate toilet facilities and an outdoor play area, which is currently being developed.

The nursery mainly serves the needs of children from the local community and neighbouring villages. It is open each weekday from 8.30am to 2.30pm, during school term time only. The setting is registered on the Early Years Register for a maximum of 26 children at any one time. There are currently 51 children, aged from two to four years on roll. The club supports children with special educational needs and disabilities.

The setting employs four staff to work with the children. Of these, two members of staff hold a Level 3 early years qualification and one is currently working toward a relevant Level 3 qualification. The nursery maintains strong links with the local school and receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are well cared for in a safe, stimulating environment and all are happy and settled. Their care and learning needs are well met in line with the requirements of the Early Years Foundation Stage (EYFS.) The children are making good progress toward the early learning goals. Excellent working relationships with parents, carers, professionals and other agencies ensure all children are fully included and that their continuity of care is highly prioritised. This supports their individual needs extremely well and contributes positively toward their learning and development. Staff have introduced formal self-evaluation systems to ensure continuous improvement of the day care provision, thereby improving outcomes for children.

What steps need to be taken to improve provision further?

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

- provide evidence to confirm that relevant checks have been completed for all persons working with, or having regular contact with children
- continue to develop policies and procedures so they accurately reflect current practice within the nursery
- improve procedures for ensuring Ofsted are informed of significant events, particularly with regard to committee changes.

The leadership and management of the early years provision

Thorough recruitment procedures contribute effectively to the appointment of good quality staff. All work extremely well together and demonstrate a very strong commitment contributing enthusiastically toward the team. They have a good understanding of their responsibilities in safeguarding children and fully recognise the need to report concerns promptly, in line with Local Safeguarding Children Board procedures. The nursery has a comprehensive framework of policies and procedures in place to support children's welfare effectively. However some have not been updated to reflect current practice within the nursery which results in parents and carers not being fully informed. In addition, committee changes and student clearances are not always progressed and recorded effectively to verify that all relevant checks are complete. All other regulatory records are well maintained, readily available for inspection and stored confidentially. Parents and carers sign to acknowledge relevant entries, such as those relating to accidents or medication administered. Staff are vigilant about maintaining a safe environment. Comprehensive written risk assessments are completed annually and daily checks are completed to ensure health and safety issues are fully addressed. Children are accompanied and closely monitored as they move around the premises to ensure their safety and welfare at all times.

Staff have responded well to recommendations raised at the last inspection. More resources and equipment have been purchased and changes have been made to enhance the children's learning environment. Staff have also improved systems for communicating with parents and carers. Introductory booklets, children's individual care plans, written records, daily diaries, visual displays, notices, newsletters and questionnaires are all well used to share relevant information. Staff act positively in response to any comments, ideas and suggestions for improvement they receive. They work cooperatively with the committee and as a team, they continually assess their strengths and discuss areas they wish to develop further. Children are also given good opportunities to contribute their ideas and make decisions within the setting. This enables all parties to play a positive role in the running of the nursery. Staff have a clear vision for the future and are fully committed to improving outcomes for children. Comments received from parents and carers are very positive and confirm they are extremely happy with the high quality childcare the nursery provides.

Staff supervision and appraisals and regular team meetings ensure they are all well supported. They make good use of personal training to develop their knowledge and skills and they use their enhanced learning well to improve children's learning and welfare. They demonstrate an excellent commitment toward inclusion and have forged very strong relationships with local school staff, agencies and other professionals involved with the children. They work superbly together in ensuring all children are fully supported and given rich opportunities in order that they can reach their full potential.

The quality and standards of the early years provision

Children are cared for by an enthusiastic and committed staff team who work very hard to provide them with a comfortable, safe and stimulating environment which meets their welfare and learning needs very well. Staff demonstrate a good knowledge of the EYFS framework and use this competently to promote outcomes for children. An effective key worker system and good daily staff meetings enable all staff to know the children very well and respond positively towards their individual needs. Inclusion is very highly prioritised. Children's backgrounds and starting points are fully recognised and valued and all children have excellent staff support. When appropriate, formal Individual Education Plans (IEPs) are drafted in consultation with parents, agencies and other relevant professionals who work collaboratively to plan and deliver a personalised curriculum tailored to the child's specific needs. Staff strive to help all children to achieve their full potential and make excellent use of focussed small group or one-to-one sessions to support, challenge and extend children who have additional learning and developmental needs. Formal planning and assessment systems work very well in supporting children's learning, continually tracking their progress and planning effectively for their next steps. Relevant information is shared regularly with parents and carers through daily updates, open days and progress reports. They also have good opportunities to contribute personally toward this process. Comments from parents and carers indicate that they are extremely pleased with the curriculum their children receive and the very good progress their children are making.

Children thoroughly enjoy exploring a wide range of toys and equipment which are stored within children's reach to promote freedom of choice and independence. Staff have had discussions with the children and developed various learning zones to create an inviting, stimulating environment which is accessible to all. They provide a good mix of self-chosen and adult-led activities so children have good opportunities to play individually or in small or large groups. In addition, staff monitor children's choice of activities and use their good knowledge of the child's interests to provide accessible play and learning opportunities which promote all six areas of their development well. They are learning mathematical concepts, for example, as they count votes and identify the higher amount. Staff build upon this well by asking how many, more or less, which introduces simple calculations and problem solving which children manage well. Children particularly relish story time. They sit enthralled as a member of staff captivates their attention by using a variety of voices and intonation to maintain their interest and enjoyment. Children talk enthusiastically about the illustrations and more able children predict what will happen next. Some children enjoy art and craft activities or mark making. They are able to write a good variety of recognisable letters as they make name badges for adults and peers. Others use their imaginative skills to act out daily routines in the role play area or create small world scenarios whilst playing with the trains and railway track. They are developing creativity through good music and movement sessions and are currently learning songs and a dance routine which they will perform for their families at the end of term performance. They are learning about diversity and the wider world through well planned multicultural activities, talking about environmental issues and taking part in charitable events to help others who are less fortunate than themselves.

A good range of security measures are in place which contribute towards protecting children's health and safety well, such as regular fire drills, relevant safety equipment checks and environmental health inspections. Children are learning good routines for keeping themselves safe as a result of consistent staff prompting as they move around indoors and out or as they enjoy their play and daily routines. This is further enhanced during activities by talking to children about traffic lights and building upon children's interests by making flags and train crossing signals. Children enjoy snack time where they serve themselves. They help to prepare healthy snacks which include fresh, seasonal ingredients, such as locally grown fruit and vegetables from relatives' gardens and allotments. They chat and laugh together as they learn to open pea pods without losing the peas. They bring packed lunches and enjoy the social occasion of sitting together as a large group, to eat. Staff encourage their independence but provide good support and encouragement. Children are learning the importance of good personal hygiene routines and they generally wash their hands before they eat. They enjoy using large equipment in the hall and are learning to move around confidently. They climb, balance and manoeuvre skilfully using wheeled toys. They have good daily opportunities for outdoor play where they enjoy digging for bugs, constructing ball-runs or playing imaginatively with their friends. Regular walks and outings give the children a good sense of community whilst ensuring they get plenty of fresh air, which further contributes well towards developing a healthy lifestyle.

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?	2
How well does the provision promote inclusive practice?	1
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?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
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?	2

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