

# Jack and Jill Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	205172
<b>Inspection date</b>	20/04/2009
<b>Inspector</b>	Valerie Fane
<b>Setting address</b>	53 Millfield Road, Bromsgrove, Worcestershire, B61 7BT
<b>Telephone number</b>	01527 832701
<b>Email</b>	
<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 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 Nursery is a privately-owned nursery that was registered in 1991. It operates from one room in a self-contained part of the owner's home, close to Bromsgrove town centre. The setting serves the local area. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The group opens Monday to Friday all year round. Sessions are from 07.45 until 17.45 Monday to Thursday and 07.45 to 17.00 on Fridays. Children are able to attend for a variety of sessions. A maximum of 15 children may attend the setting at any one time. There are currently 31 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years to eight years. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. It supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs three members of childcare staff and a regular volunteer. Of these, two staff hold appropriate Level 3 early years qualifications and the third is just completing a Level 2 qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The provider has made limited improvements since the last inspection and she has not carried out a thorough self-evaluation of her provision to ensure that she is implementing all requirements of the EYFS. Consequently there are a number of welfare requirements that are not met. Children enjoy their time at the setting and make good relationships with all staff but they do not have a particular key person who develops a close relationship with them and with their families. The nursery's practice is inclusive and children have good opportunities to learn about other cultures and diversity. They make progress in all areas of their learning and development because staff provide a well-planned programme of activities that takes account of their current learning needs.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct an annual risk assessment that includes

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aspects of the environment that need to be checked on a regular basis and keep a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)

- ensure that each child is assigned a key person (Organisation) 05/05/2009
- improve knowledge of the requirement to ensure that Ofsted is notified of any serious accident to a child in their care as soon as is reasonably practicable, but in any event within 14 days of the incident occurring (Safeguarding and promoting children's welfare) 05/05/2009
- improve the organisation of the setting: lead and encourage a culture of reflective practice and self-evaluation that will improve the quality of provision for all children (Organisation). 05/05/2009

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

The group has made limited progress since the last inspection but some of the recommendations made then have not been fully implemented. There are no procedures in place to evaluate all aspects of the provision and as a result, no check has been made to ensure that all requirements of the EYFS are met in full. However, some improvements have been made and, in particular, children enjoy a wider range of toys and activities that promote their awareness of our wider society.

Children are protected because the nursery has met the action to ensure that all staff are aware of the safeguarding policy. They are aware of the possible signs of abuse and of the need to keep a written record of concerns and to share these with the manager at the earliest opportunity. Senior staff have a good knowledge of the procedures they must follow should they have serious concerns about a child in their care. All staff are suitable to work with children because the manager uses robust employment procedures that include carrying out a check with the Criminal Records Bureau.

The nursery is safe and secure for children to use, with safety measures in place such as an additional low gate across the reception area to prevent children exiting the nursery unsupervised. However, children's safety is potentially compromised because procedures are not in place to ensure that an annual risk assessment is carried out that includes identification of aspects of the environment that need to be checked on a regular basis. Also, no record is kept of these particular aspects and when and by whom they have been checked. Children receive good care in the event of an accident on the premises because there is always someone with a current first aid certificate available but the owner is not aware of the requirement to notify Ofsted in the event of a serious accident to a child that requires treatment off the premises.

Children benefit because the nursery works in partnership with their parents, outside agencies and other providers. Where children also receive care from other EYFS providers, such as the reception class of the nearby primary school or a local playgroup, they benefit from good partnership working because the owner develops relationships with those providers and shares information with them. If children have identified learning difficulties and/or disabilities, the owner works closely with outside agencies such as speech therapists and health visitors, to complete an assessment of children's particular needs. Parents receive information about the nursery when their child attends, they have access to their children's assessment records on request and a photograph album of special events such as the Halloween party is on display.

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

Children receive care from caring, well-qualified staff. They are settled at the nursery; they relate comfortably to staff, and older children form friendships with one another. However, their needs are not fully met because there is no key person system in place to ensure that each child and their parents can establish a close relationship with an identified member of staff. Children behave well in the nursery and learn to share toys and take turns. They are praised for good behaviour such as remembering to say 'please' and 'thank you' and receive stickers as a reward when they do something well such as success at toilet training. They develop awareness of their personal safety because they learn the reason for simple rules such as why they must always walk when they are indoors.

Children develop a satisfactory understanding of healthy lifestyles because they learn good hygiene routines and they enjoy healthy snacks that include a wide choice of fresh and dried fruits. They begin to exercise control over their eating because they can choose how much fruit to eat at snack time and whether or not they would like a second helping for lunch. They make frequent use of the interesting range of equipment in the large garden and this provides a good level of challenge for children of all ages, including those attending the nursery after school. They enjoy improving their ball skills, using a football and the newly purchased goal, or they play imaginative games around the large trees. Younger children gain confidence to use the slides because staff provide appropriate support until they are confident to try on their own. Children take part in physical and creative activity indoors such as a weekly movement and exercise session with a visiting teacher, where they learn to move in different ways in response to different instructions and act out imaginative stories such as going on an adventure walk.

Children make satisfactory progress in all areas of their learning because staff have a sound knowledge of the EYFS learning and development requirements. Children enjoy well-planned activities with specific learning objectives that are linked to their particular learning needs. Staff observe and assess their progress and the manager uses the observations to inform her future planning. However, children have limited opportunities to follow up their learning at home because parents do not receive detailed information about their progress towards the early learning

goals. Children play with the water and staff encourage them to think about whether different toys float or sink. Older children are able to identify clearly which toys float and which sink, and younger children begin to use relevant vocabulary. Children chat confidently to the staff about their weekend activities as they play. Older children develop skills for the future such as problem-solving as they play with mathematical toys. They sort shapes according to colour and think about their play. For example, when they start a new pile for a repeated colour they realise their own mistake and correct it. Younger children enjoy playing with the age-appropriate, chunky pegboard. Staff encourage them to talk about the peg colours and to try to make a pattern with the pegs.

Children's different cultures are celebrated within the nursery. For example, they eat Chinese food and try to use chopsticks. Staff talk to parents about their family cultures and which festivals they celebrate, and use the information to inform the planning for the nursery. Children who speak English as an additional language receive appropriate support that enables them to learn fluent English. All children see posters with information written in different languages and use a good range of toys that support their awareness of diversity, such as 'small-world' people from other cultures or with disabilities.

## 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>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

### 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>	4
How well are children helped to stay safe?	4
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that Ofsted is informed of any serious accident or injury to any child while receiving childcare (Matters affecting the welfare of children) (also applies to the voluntary part of the Childcare Register).

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Matters affecting the welfare of children).

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