

# Jack and Jill's Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY293883
<b>Inspection date</b>	11/08/2009
<b>Inspector</b>	Sandra Daniels

<b>Setting address</b>	Jack & Jills Nursery, Sydenham House, Monkswick Road, Harlow, Essex, CM20 3NU
<b>Telephone number</b>	01279 444425
<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's Nursery is privately run having re-opened in 2004 under the current ownership. The group operates from rooms in purpose built premises. It is situated near the centre of Harlow. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 8.30am to 6pm for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 78 children from two to under five years on roll. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs 11 members of staff, of whom, nine currently hold appropriate early years qualifications up to level four. There are two members of staff working towards a level four qualification. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance (PSLA). Jack and Jill's Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good. The provider and manager's clear ethos for the nursery and staff's implementation of this results in a calm and stimulating atmosphere, where children are valued, included and able to fully participate in all activities at their own pace. Space is creatively planned and organised, encouraging children's interest, independence and investigation. The partnership with parents, carers and other agencies is effective, ensuring good communication and results in children's needs being met. The setting demonstrates a good commitment to ongoing improvement and identifies where some improvements can be made.

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

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

- extend practitioner's knowledge and understanding of the Early Years Foundation Stage to ensure that they can all contribute to the planning process and that planning is clearly linked to the framework, is individual and personalised and supports children to make good progress towards the early learning goals.

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

Arrangements for children to become more independent by being able to select resources and look after themselves are good. The setting is welcoming to all children and the staff understand their needs very well. The staff have good relationships with parents and there are strong links with other agencies and professionals. Staff evaluate the success of what they provide for the children and they take account of children's interests as they emerge. Because of the good and improving provision, it is clear that self-evaluation has been effective. Staff reflect on and evaluate activities and welcome parents' views and opinions readily. The recommendations for improvement raised at the last inspection have all been carefully considered and addressed well, thus improving outcomes for all children.

In order to safeguard children, all legally required policies and procedures are in place and risk assessments are carried out very effectively. All staff are fully aware of their roles and responsibilities with regard to protecting children from abuse and neglect. Several members of staff have attended recent training and are familiar with the procedures to follow should they have any concerns. Children are supervised very well and thorough checks are made on the suitability of staff to work with the children. Accident books and medication details are very well documented.

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

Children are clearly very happy in this setting. They willingly leave their parents and settle quickly to one of the many interesting activities already laid out. All children from two to five years play together in the main room for most of the day. Staff skilfully provide and adapt activities and experiences to suit all ages and stages of development. During each session, some of the older or more able children take part in more structured activities in the quiet room, in order to support their transition to school. This room is also used at times for some of the younger children who are not yet ready to participate in large group activities. Throughout each session, several 'messy' activities are accessible to all children in the 'messy play' room. This arrangement works really well and ensures that the learning and welfare needs of all children are consistently met. Snack time enables children to choose confidently what they would like to eat and even some of the younger children are able to pour the drink themselves.

With the good support of the adults children develop, for example, their coordination skills very well with construction toys, puzzles and weaving and threading on a loom. Children begin to make simple calculations as they add together the spots on each wing of a butterfly. They grow flowers, fruits, vegetables and herbs in the garden and investigate the processes involved. Children's interest in super-heroes was harnessed by staff as children used their imagination to make up their own heroes. For example, a zoo keeper hero, a hero living in a cave under the sea and a rooftop hero. Children dressed up and then painted their own representation of their hero. The learning environment is effectively extended to the outside play area where children experiment with large

magnets, water the plants, play with sand and paint the play-houses with water.

Children make good progress with the effective support from knowledgeable staff. They are building their literacy and numeracy skills effectively which is preparing them well for the next stage of their education and for their future. Staff make observations of what the children know and can do which are used to monitor their progress over a period of time. This information and their awareness of children's particular needs result in the staff effectively planning activities for individual children. This is enhanced by the knowledge of staff regarding children with additional needs and guidance, where necessary from outside agencies. Practitioners have a good and developing understanding of the Early Years Foundation Stage (EYFS). However, they do not all contribute to the planning.

The care and welfare of the children is promoted very well by all the staff. This results in the development of the children's personal qualities being a particular strength. The safe setting results in the children having the confidence and trust to eagerly approach and talk to visiting adults. The good building of relationships leads to the children respecting each other and being willing to follow the guidance of staff. Their positive behaviour and interest in what is going on around them make a significant contribution to the smooth running of the setting. The staff emphasise personal hygiene and children wash their hands before eating and after using the toilet. Children are also learning to choose and enjoy healthy foods and they take full advantage of the opportunities to run around outside.

## 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?	2
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?	2
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>	2
<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?	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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## **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