

# Jack and Jill Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	205172
<b>Inspection date</b>	30/10/2009
<b>Inspector</b>	Rachel Wyatt

<b>Setting address</b>	53 Millfield Road, Bromsgrove, Worcestershire, B61 7BT
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<b>Type of setting</b>	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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## 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 nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 5.45pm Monday to Thursday, and 7.45am to 5.00pm on Fridays. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register. A maximum of 15 children may attend the nursery at any one time. There are currently 32 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. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery employs four members of staff and a regular volunteer. Three members of staff hold appropriate Level 3 early years qualifications. One member of staff, who has a Level 2 qualification, is currently working towards a Level 3 qualification, and the volunteer is completing a Level 2 qualification. The nursery provides funded early education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy being at the nursery, appreciating the provider's and staff's warm welcome and the stimulating surroundings. Improvements since the last inspection mean that broadly effective systems are in place to evaluate how well the nursery meets Early Years Foundation Stage (EYFS) requirements and to identify areas for development. Other actions from the last inspection have, in the main, been addressed so that children are admitted in accordance with the nursery's conditions of registration; they benefit from the support and involvement of a key person, and their safety is promoted by generally improved systems for assessing and monitoring risks and for reporting serious accidents to Ofsted. The provider also demonstrates an ability to promote development of other aspects of the nursery such as expanding children's outdoor provision including creating a special vegetable garden.

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

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

- develop risk assessments for outings to more clearly identify potential hazards and the strategies for minimising these
- improve the exchange of information with parents about the Early Years Foundation Stage learning and development requirements, and develop

- consistency in involving them in ongoing dialogue with staff about their children's progress and achievements
- improve record keeping by ensuring confidentiality when completing medication records and so that staff signing accident and medication records provide details of their full names
- improve the use of observations and assessments to identify learning priorities for each child and link these to the educational programmes.

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

Children are safeguarded. The provider has accessed relevant training and with her staff has discussed and developed clear safeguarding policies and procedures. These policies meet required duties and requirements, reflect Local Safeguarding Children Board guidance, and include procedures to follow if an allegation is made against a member of staff. Parents are made aware of the nursery's responsibility to safeguard children as the policy is part of a folder of procedures they are encouraged to read. Children's welfare is further promoted as required records about them and their families are kept to ensure the safe and efficient management of the EYFS and so it is clearly understood who has parental responsibility for each child and who has legal contact with them. Parents are further reassured as the nursery makes sure all adults looking after children or working on the premises are suitable and have appropriate qualifications and experience. Details of the nursery's conditions of registration and a clear complaints policy are also readily accessible for parents' reference.

The nursery's procedures for driving improvement are satisfactory. The outcomes for children are improved because the provider has broadly addressed actions arising from the last inspection, although risk assessments for outings lack sufficient detail to fully support staff in the safe management of off-site visits. Since the last inspection the provider and staff have carried out some self-evaluation of the nursery's effectiveness in promoting children's welfare, learning and development and are beginning to follow up those aspects identified for development. Children's learning is consistently enhanced by improvements to equipment, toys and resources such as the continuing development of the popular outdoor area and plans to change the layout of the nursery room's book corner and role play area.

The nursery promotes equality and diversity, ensuring all aspects of the provision are accessible to the children and families who attend. Children's ideas and choices are encouraged and the provider and staff ensure their organisation of activities and resources reflects their differing learning styles. For example, extending the range of toys and experiences outdoors is having a positive impact on mark-making. The nursery works confidently with other agencies and services to support individual children's care and learning and has suitable contacts with providers of other settings in order to provide continuity for children who attend more than one setting. The nursery engages satisfactorily with parents. Initial information given to parents outlines how the nursery operates, but details relating to provision for their children's learning and development are out of date. Parents are warmly welcomed

into the setting and informally exchange information about their children's routines, activities and experiences with staff. However, the nursery does not yet have a consistent system for parents to contribute regularly to reviews of their children's progress.

## **The quality and standards of the early years provision and outcomes for children**

Children settle well and are eager to join in activities. They often persevere and concentrate well, appreciating the interest and involvement of their designated key person and of other adults working in the nursery. Indoor and outdoor areas are inviting and well-equipped with plenty of interesting toys and resources for children to choose from. Activities increasingly take account of children's interests and ideas, and themes and topics are popular. For example, the current theme focussing on Halloween ends with a party day with children, staff and parents all contributing to the fun. The nursery is beautifully decorated, everyone dresses up and takes part in games such as musical chairs and 'bumps' and enjoys the themed party food, while still having time for plenty of outside play and favourite indoor activities.

Children make satisfactory progress. Adults working with them are aware of their overall learning needs and ensure key skills are covered in planning and during activities. Planning and assessment for children with special educational needs and/or disabilities is effective. Clear individual education plans are developed for those children, which include achievable targets, which are reviewed and updated. However, systems for assessing the majority of the children's progress and for identifying their learning priorities are inconsistent. Limited information is available about parents' views regarding their child's development or to show children's starting points, how well they progress in relation to these or about what needs to be done to help each child move onto the next stage in their learning.

Children are helped to develop appropriate skills for the future. In particular, they behave well, socialising and cooperating with their friends. They contribute to discussions, take turns in talking and listen attentively. Children feel valued as adults acknowledge and praise their efforts and achievements. They learn respect for each other's differing backgrounds and for the wider community through using toys and books depicting positive images of diversity and taking part in activities relating to various festivals. They use numbers for counting and recognise different shapes, colours and sizes. Children are curious, enjoying exploring different textures and finding out how things fit together and work, for example, when recently making a scarecrow for the garden. Children confidently use information technology to support their learning.

Children feel safe and comfortable in the nursery and are looked after in safe, secure indoor and outside areas. They use toys, furniture and equipment that are age-appropriate and good quality. Risk assessments have been developed and regular checks are carried out to monitor and maintain safety on the premises and in the garden. However, risk assessments of outings are rudimentary, lacking information about potential hazards and of strategies to minimise these. Children

behave in ways that are safe for themselves and others. Through discussions and topics such as 'people who help us' they learn about possible hazards, how to use equipment safely and how to manage more challenging situations such as road safety or an emergency.

Children's good health and well-being are promoted because their individual medical, health, dietary and care needs are understood and met. Children have prompt appropriate treatment from staff with relevant first aid qualifications if they are ill, have an accident or need medication and parents are kept informed about their child's condition. However, medication records include different children's details to a page, potentially affecting confidentiality and staff signing accident and medication records often only record their first names. Children develop a sound awareness of the importance of a healthy lifestyle. They relish being outside and being physically active. They confidently balance, move and climb, and competently use different apparatus and wheeled toys. Children generally make healthy choices about what to eat and drink, including enjoying fruit at snack times and eating produce they have grown such as tomatoes. Children become increasingly independent in managing toileting and hand washing routines, understanding the reasons for good hygiene.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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