

# Jack and Jill Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY283225
<b>Inspection date</b>	01/03/2010
<b>Inspector</b>	Elizabeth Margaret Grocott

<b>Setting address</b>	Seacombe Family Centre, St. Pauls Road, Wallasey, Merseyside, CH44 7AN
<b>Telephone number</b>	0151 638 2815 or 0151 638 2815
<b>Email</b>	admin@jackandjill-seacombe.freemove.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 Day Nursery, a neighbourhood nursery, is one of three settings owned and managed privately. It was registered in 2004 and operates from designated rooms/areas within Seacombe Children's Centre. The nursery is registered on the Early Years Register and on both parts of the Childcare Register. The setting serves the local area and is registered for 62 children under eight years, of whom no more than 62 may be in the early years age group. There are currently 117 children on roll in the Early Years Foundation Stage. The nursery is accessible as all facilities are at ground level.

The setting is open five days a week from 8am until 6pm throughout the year. All children share access to a secure outdoor play area. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are a team of 16 staff including the manager of whom 13 hold appropriate qualifications and several staff are working towards these. One member of staff has Early Years Practitioner status. The setting is supported by the local early years team and an advisory teacher.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The motivated team and committed leadership have a vision of providing a quality service which meets the needs of the families and children within the local area. Staff offer a warm and friendly welcome to all children and their parents. They provide a range of experiences giving children the opportunity to make progress in most areas of their learning but for many children irregular observation and assessment means there is little evidence to gauge what children's developmental stages are or plan their next steps. Generally effective arrangements exist to ensure children's safety. Most policies and procedures are maintained effectively. Strong links with parents and carers help to involve them in their children's care and education, and they are well informed of their children's achievements.

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

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

- ensure regular observation across the six areas of learning supports continuous assessment to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities
- develop the educational programme for children's problem solving, reasoning and numeracy by providing opportunities and practical activities that enable

them to improve their understanding

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

Staff have a clear knowledge and understanding of the possible signs and symptoms of abuse or neglect and the procedures to follow should they be concerned about a child's welfare. Suitable vetting and recruitment procedures are in place, and evidence of Criminal Records Bureau checks are available for all staff. Ongoing suitability checks are made during appraisal meetings to ensure any cautions or convictions are reported. The nursery rooms are protected by key pads so only authorised members of staff may enter, further protecting children. However, the safeguarding procedure for allegations is unclear, and this means it is possible for it to be misinterpreted with regard to how it fully safeguards children. Children learn about keeping themselves safe through reminders from staff and practising regular evacuation drills.

The management team work together to ensure outcomes for children are positively promoted. They encourage the staff team to continue their professional development by attending training courses, such as, food hygiene, safeguarding, Makaton, Early Years Foundation Stage and outdoor provision. This training helps staff to have a better understanding of specific issues in order to benefit children. Systems are in place for staff development and support, such as a supervision system to highlight staff's individual training needs and monthly staff meetings to ensure consistency of practice. Recommendations raised at the previous inspection have been mostly addressed. For example, children are only given fruit when they are seated and there are parent notice boards in each room, ensuring they have plenty of information about their child's learning. The setting have a system for reflection and self-evaluation however, this is in the early stages of development and as yet staff are not involved. Most of the policies for the effective day-to-day running of the nursery are in place.

The staff provide an inclusive environment, children with special educational needs and/or disabilities and those who speak English as an additional language are well supported. Parents are encouraged to be involved with their child's learning through a variety of methods. They have opportunities to speak to staff when they drop off and collect their child; they are provided with a diary of their child's day and are invited to discuss achievements and progress at parent meetings once a year. Management give out questionnaires in order to seek their views and take action on some suggestions made. Parents are pleased with the service they receive. They particularly comment on the 'safe environment', the 'high standards of care' and the 'approachable and friendly staff'. Staff work well with others to provide support for all children including those children who attend other Early Years Foundation Stage settings.

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

The staff have a sound understanding of Early Years Foundation Stage and how children learn best. They provide a range of experiences to stimulate children's interests and challenge their thinking. However, children's development files do not accurately demonstrate their progress. Observations are infrequent, starting points and some observations are not dated, and do not link to planning. Few files contain any next steps for children. As a result, it is unclear what children have achieved or which area of learning has been observed. Planning covers all areas of learning but as regular observations are not made it is unclear what progress is being made. Of the observations available, there were few covering problem solving, reasoning and numeracy.

Children demonstrate their happiness and sound relationships with adults as they play. They take a book to share with a familiar adult in the baby room and toddle about exploring the resources available. They watch excitedly as a tower of soft shapes is built up and take great pleasure in knocking it down again. Babies experience close relationships with their key-workers who attend to all their needs including feeding and changing, this help to build trust. Toddlers enjoy the fresh air as they run about outdoors, using the tricycles to build their muscles. Pre-school children enjoy their French lesson and marvel at the tiny toy chick or 'pousin' that hatches out of the egg or 'œuf'. Some confidently respond to 'Freddy' in French when he asks their name and join in when they sing a song in French. Children enjoy their yoga classes as they learn to relax their bodies and stretch their muscles. They order fish and chips at the role play station with signage in Polish as well as English. All children have opportunities to practice mark-making in preparation for handwriting at a later stage in their development. Some use 'gloop', swirling their fingers about making patterns, others help themselves to paper and pencils from the writing station, to take orders in the 'chip shop'. Children are encouraged to respect and enjoy books and get used to seeing print as it is displayed in the environment on the toy boxes and labelling their art work. The nursery is committed to recycling and being 'green' as children use recycled materials for junk modelling and make their own play dough under supervision.

The children are provided with boundaries so they learn to respect each other and the resources. They show suitable levels of behaviour as they share, take turns and listen to staff who remind them to be careful when they run from inside to outside the building. They are asked for their opinions about new meals they try, by scoring it using a 'smiley face' system. All foods are prepared freshly each day by the nursery cook. The children tuck into spaghetti bolognaise which they serve themselves, making choices about portion size. They learn that when they feel thirsty they can get a drink for themselves. Babies are offered drinks frequently throughout the session helping to keep them hydrated. This helps children to develop healthy habits for the future. Specific dietary needs are adhered to with allergies carefully noted on children's files and confidentially displayed in the kitchen. Children have opportunities to learn about the wider world, through resources and celebrating different festivals. However, there are limited images of diversity displayed reflecting the society we live in today.

## 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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### 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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
--	-----