

Jack and Jills Nursery School Ltd

Inspection report for early years provision

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Inspector

Diane Lynn Turner

Setting address

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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*.

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Description of the setting

Jack and Jills Nursery School Ltd is one of two provisions run by a limited company. It was registered in August 2006 and operates from ground floor, purpose built premises, on an industrial park in Thirsk. Children are cared for in five rooms and there is an enclosed garden for outdoor play. The nursery is open from 7.30am to 6pm, Monday to Thursday and from 7.30am to 5.30pm on Friday, all year round, with exception of bank holidays.

The nursery is registered by Ofsted on the Early Years Register, to care for a maximum of 84 children in the early years age group at any one time, of whom, 30 may be under two years of age. There are currently 117 children on roll. There are 22 members of staff including the two directors, 21 of whom hold childcare qualifications to levels 4, 3 and 2, and one is working towards level 2. Support staff, including a cook, administrator, gardener and cleaner are also employed. The nursery is a member of the Pre-school Learning Alliance and also receives support from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a vibrant and extremely welcoming environment, where their uniqueness is truly valued. They are offered an excellent range of exciting learning experiences, which are planned around their individual interests, capturing their imagination and supporting their learning very effectively. Excellent partnerships are established and maintained with the parents, who are valued highly by staff, as the children's primary carers. Meticulous attention is given to self-evaluation, with staff, parents and children all fully involved in the process. This collaborative approach ensures continuous improvement and provides a service that is highly receptive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implementing the planned improvements for the outdoor area.

The effectiveness of leadership and management of the early years provision

The highest priority is given to safeguarding children. Staff have a very good understanding of their responsibilities, in regards to child protection issues. Excellent systems are in place to ensure the premises remain secure at all times and that children are only collected by those authorised to do so. Detailed and highly effective assessments ensure risks are sensibly managed and minimised.

Comprehensive policies and procedures, including those for the recruitment and vetting of new staff, are consistently implemented, ensuring the extremely efficient management of the setting. The owners and staff team have a very clear, shared vision of what it is they want to achieve for children. They are committed to developing their knowledge and practice, through training and provide an extremely welcoming and inspiring environment, with excellent attention to detail. The dedicated and committed staff team are fundamental in providing care and learning of the highest quality. They are passionate about the nursery and keen to show how they promote the very best outcomes for children. This was evident on the inspection visit, as they sought out the inspector to observe particular activities. They take self-evaluation very seriously, as a means of ensuring continuous improvement, with excellent use being made of the Ofsted self-evaluation form. This, alongside regular management and staff meetings, ensures the nursery's strengths are clearly identified and areas for improvement accurately targeted. For example, exciting plans have been drawn up, to enhance the play opportunities in the outdoor area, with children fully consulted as to what they would like to see included. The aim is to implement the plans in the near future.

Staff give the highest priority to promoting equality and diversity, as well as ensuring that all children and their families are truly welcomed and valued. They are meticulous in ensuring the needs of all children are met and very skilfully take steps to narrow the gaps in children's achievements. For example, children with special educational needs and/or disabilities are supported extremely well, through the excellent collaborative working with other professionals involved in their care. Children who are high achievers are recognised and their learning extended and challenged very effectively. Staff have excellent relationships with all the parents and are meticulous in promoting a shared approach to the children's care and learning. They are extremely well informed about all aspects of the provision and are heavily involved in decision making on key matters affecting the setting. For example, their views are sought regularly through questionnaires and suggestions taken on board. Parents are highly involved in the children's learning. They are asked to contribute to their child's learning plan, by recording any particular areas of development they would like staff to concentrate on. Parents are invited to regular opening evenings and to come and join the children for lunch, so they can experience this first hand. Parents are very keen to express their absolute satisfaction of the care, activities and staff. The nursery has very good partnerships with other providers and community groups in the area. For example, the premises are offered as a venue for meetings outside nursery hours, teachers from the local school visit regularly and staff arrange to visit other settings the children also attend, which ensures continuity in their care and learning. Consequently, the outcomes for all children and their experiences are extremely positive.

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

Children settle extremely well and develop excellent relationships with the staff who care for them. As a result, they are eager to attend and relish the time they spend in the setting. All staff have a very good understanding of the different ways

in which children learn and they provide a programme of rich, varied and imaginative experiences, which are meticulously linked to children's individual interests. They are passionate about the activities they provide and this inspires the children to take part. Highly effective assessment systems are in place, with staff effectively using the extensive knowledge gained from their observations, as well as those from parents of their child's learning at home. This guides planning and ensures that the children's next steps are actively promoted and they achieve as much as they can. Staff give high priority to children's personal, social and emotional development. They are very effective in encouraging them to be autonomous in their learning and make a positive contribution to the life of the nursery. As a result, the children's behaviour is exemplary. They are highly motivated to learn, show high levels of confidence, self-esteem and willing to take on responsibility. For example, babies independently choose toys they would like to play with and access the cosy area when they want to sit quietly. The older children eagerly help to prepare the fruit for snack and willingly dry the drinking cups after these are washed. They take their duties very seriously, as they help to set the tables for lunch, carefully counting out how many items, such as plates, they need. The children are immensely proud of their nursery, for example, they talk excitedly about their favourite activities and how they feel safe with their carers. Their achievements are acknowledged with pleasure by the staff, who use lots of praise and record these on the 'achievement tree' and 'what we do well board'.

Children are supported extremely well in developing their communication, language and literacy skills. For example, the younger children become fully immersed, as they listen to stories, such as, 'we're going on a bear hunt', almost believing that they are part of this. Older children enjoy making up their own very imaginative stories, which staff record in a book for them and the children illustrate. Excellent attention is paid to promoting children's knowledge and understanding of the world. For example, the older children are learning Spanish, with an outside professional who visits each week. The activity is presented in a very relaxed and informal way and consequently the children are keen to take part and are extremely proud, as they demonstrate their counting skills in the language. All children have excellent opportunities to explore a range of materials. For example, the older babies show great curiosity, as they explore the texture of wet spaghetti and the older children show delight, as they find items of 'treasure' buried in a tray of compost.

Excellent attention is paid to promoting children's health and well-being. Staff are vigilant in following highly effective procedures in their daily routines, to prevent the possible spread of infection. They ensure the children have opportunities for fresh air and physical activities each day. They firmly believe there is no such thing as unsuitable weather, only unsuitable clothing and keep a supply of suitable items at the nursery, should these be needed. Their enthusiastic approach is clearly reflected in the children's enjoyment, as they use the garden area. For example, the babies enjoy a range of activities under the covered area and the older ones beam with delight, as they splash in the mud in their Wellington boots and practise their newly acquired skills in throwing and catching a ball. They also visit the nearby soft play provision each week, to further enhance the opportunities for physical play. Mealtimes are an extremely positive experience for the children. For

example, serviettes and flowers are routinely provided on the tables and the older children serve their own food. They all thoroughly enjoy the nutritious dishes on offer, which promotes a very positive attitude towards healthy eating. They fully understand about the importance of washing their hands and are very keen to look after their teeth, by cleaning these after lunch. They develop a very good understanding of keeping themselves safe. For example, they practise the emergency evacuation procedures on a regular basis and know to sweep the sand up, to prevent slips and falls. They have very good relationships with the local police, who are based nearby and regularly visit the setting, which ensures the children know who to trust if they need help.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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