

Jack and Jill Nursery

Inspection report for early years provision

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Inspector	Gillian Walley

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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*.

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.

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Description of the setting

Jack and Jill Nursery Group has been open since the 1970's. It is a non-profit making company managed by two directors and operates from a purpose-built building within the grounds of Shawfield Primary School, in Ash. The nursery serves the needs of families in the area and the intake reflects the local community. The group is registered to care for a maximum of 30 children aged between two and under five years. There are currently 65 children on roll. This includes some children who are in receipt of nursery education funding. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery opens five days a week, term time only. Morning sessions run from 9.00am to 12.00pm and a lunch club is provided from 12.30pm to 1.00pm. Afternoon sessions run from 12.00pm to 3.00pm. Children attend for a variety of sessions or stay all day. There are two full-time and seven part-time staff currently working with the children. Eight members of staff hold a recognised early years qualification. One of the directors has a masters degree in Early Years Education and Childcare and has achieved Early Years Professional Status. The setting receives support from the local authority and works closely with the adjoining primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Jack and Jill Nursery is a good setting. It is inclusive and meets the needs of all children well in a safe and stimulating environment. Procedures for supporting children with special educational needs and/or disabilities and those at the early stages of learning English are very good so that they make good progress. The setting has an outstanding capacity to improve because the manager and her staff evaluate the provision carefully, identify areas for further improvement and make changes. Their action plan is based on an accurate evaluation of the strengths of the nursery and a very good understanding of the needs of the children and the community.

What steps need to be taken to improve provision further?

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

- ensure that all groups of children make consistently good progress in all areas of learning by comparing the progress of different groups of children
- provide the children with more opportunities for independent learning by displaying more letters, numbers and shapes which they can refer to

The effectiveness of leadership and management of the early years provision

The nursery is well led and managed and runs smoothly on a day to day basis. The staff are experienced and work closely as a team. Children feel safe and well cared for in the nursery because the premises are secure and because adults supervise them closely. The nursery has sound procedures in place for ensuring the children's safety and security. Policies and procedures are rigorous, and are reviewed regularly. New staff are vetted thoroughly, visitors sign in and the main gate is always locked. Parents feel that their children are safe and secure in the nursery. When children need to be given medicine or have an accident there are good procedures for keeping parents informed.

There have been a number of significant improvements since the last inspection, for example, there are better procedures for recording accidents. A complaints procedure is now in place. There are more opportunities for children to develop their early writing skills, for example by using large chalk boards in the garden. Staff now record their observations of children's learning and use these to decide what their next steps are. Staff acquire new skills which help them to support the children well, for example, signing to help children who are at the early stages of learning English. They have all had training in first aid and in keeping children safe. Staff meet regularly to evaluate the provision and they create detailed action plans for the improvements they will make and how these will be monitored. The nursery is able to provide good support for all children including those who are learning English as an additional language or who may find learning more difficult. Staff plan learning based on each child's needs and they have very good links with other agencies which provide specialised guidance. They are involved in local projects which will help their children make more progress, for example, in speaking and listening and enjoying books. As a result, all children make good progress. The staff track and monitor the progress of all children carefully, and keep very good records of their progress in each area of learning and development. These records show what opportunities they need to plan for the children so that they make further progress. Observations are detailed and frequent, and staff use them well, for example to identify whether the children have developed specific skills. However, staff do not monitor the progress of different groups of children, for example whether there is any difference between the progress of boys or girls. The nursery works closely with the adjoining primary school, for example, by using the hall for the children's PE lessons. This helps the children to settle more easily when they go to school.

A strength of the nursery is the way it wants parents to feel very involved in their children's learning and to be able to support the children's development at home. The Nursery strives to know its families well and wants to work in close partnership with them. Parents can always look at records of their children's achievements so that they understand the progress their children have made. Parents value the chance to talk to key workers at the end of the day so that they know what the children have been learning and can talk to them about the activities at home. They feel that the children make good progress, especially in

their speaking, in gaining confidence and starting to write. There are notice boards displaying plenty of useful information about what is going on in the nursery, for example the fruits children eat at snack time. They can find out about other local services which parents may find helpful. Parents are given questionnaires from time to time because the manager values their views about the nursery's provision. They are welcome to come in and spend time playing with their children so that they really know what goes on and how their children learn.

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

The provision in the nursery is good. The atmosphere is calm and the classroom is very well-equipped with a wide range of good quality equipment which helps children to develop in all areas of learning. There is good provision for children's language development and the early understanding of number and shape. There are construction kits, puzzles and many materials for creative tasks such as painting, making models and collages. The children are proud of their paintings which are displayed on the classroom walls. Resources are well labelled and easily reached so that children find what they want to play with and help to put it away afterwards. Children enjoy books and many opportunities to develop their early writing skills, and they learn how to use a computer. They develop their imagination, for example, through role play and dressing up. The outdoor learning area is extremely well planned and provides the children with many opportunities including growing vegetables and building dens. They have dug their own pond where they can watch tadpoles. They explore textures and sounds in their sensory garden. They develop a wider vocabulary through exciting experiences such as playing in the castle or pirate ship, and these toys are particularly appealing to boys. The children sometimes watch chicks hatch and they make bird feeders to hang from their bird table. They make interesting visits, for example to the farm or park, and they begin to develop a sense of being part of the community when they take part in litter picking. Visitors such as the vet or local police office visit the nursery. Children make particularly good progress in understanding the sounds instruments make and learning songs. Many of the activities the staff provide are linked to themes which motivate the children. These include recycling, dinosaurs and the rainforest. The children choose what they want to find out.

Adults question children carefully so that they take initiative and solve problems. They encourage them to do things for themselves, for example, pouring drinks, preparing their fruit and washing up after snack time. The staff know when children are ready to learn sounds and letters and provide activities which support them well. This helps them to adjust well when they go to school. The children are happy, polite and well-behaved. They play well together and share. They learn about other cultures by celebrating times of the year which are special to the children in the nursery. For example, a parent showed the children some traditional Japanese clothes and a tea ceremony. The children can explain healthy eating and they have good table manners at snack and lunch times. The children learn about road safety by playing with traffic signs and understand the importance of taking exercise. They know that they must wear sun cream and sun hats in the sunshine. The staff are scrupulous about avoiding the risk of infection

and the children understand why they wash their hands. The premises are stimulating although there are few letters, numbers and shapes for the children to refer to.

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?	2
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?	2
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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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