



## **Jack & Jill's Private Day Nursery**

Inspection report for early years provision

**Unique Reference Number** 311268  
**Inspection date** 16 January 2006  
**Inspector** Susan Elaine Heap

**Setting Address** 22 Cliffe End Road, Quarmby, Huddersfield, West Yorkshire, HD3 4FF  
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**Registered person** Angela Winstone-Dickson  
**Type of inspection** Integrated  
**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Jack and Jill's Private Day Nursery has been open since 1990. It operates from the ground floor of a detached house set in Quarmby, a suburb of Huddersfield. There are six children's playrooms and associated facilities. There is a fully enclosed play area at the rear of the property.

The nursery primarily serves the local community but also takes children from several outlying villages. There are currently 49 children on-roll. This includes 17 funded 3

and 4-year-olds.

The nursery is open 5 days a week, all year round, and is closed for Bank Holidays and 1 week at Christmas. Sessions are from 07.45 until 18.00 hours.

11 staff work directly with the children. Of these, 8 have an early years qualification to NVQ level 3 or equivalent. 3 members of staff have NVQ level 2 and 1 is working towards NVQ level 3. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership, and is a member of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a warm, clean environment where the staff actively promote good hygiene practice through the daily routines. They observe the written health and hygiene guidelines which help to protect children from the risk of cross-infection. For example, aprons are worn when changing nappies, disposable gloves and tongs are used when handling food, wipes are available at all times and children use individual face cloths at lunchtime. Staff give gentle reminders to children and ask questions, such as 'What do we do next?' or 'What do we do about those germs?' Children respond by saying 'use a wipe or wash our hands'. As a result of this, children are developing an understanding of good hygiene practices to keep themselves healthy, which consolidates their learning. Babies sleep according to their own daily routine and their bedding is laundered daily. This ensures continuity of care and that their individual needs are being met.

There are effective procedures for the recording of the administration of medication. This ensures that children's health and safety needs are met, as only the three members of the management team administer medication.

Children's health is fostered through the daily provision of freshly prepared meals and healthy snacks of fruit, vegetables and dips. They are developing a growing awareness of healthy eating as most staff discuss this with them at mealtimes, and as a result children are adopting healthy choices with food. Their individual dietary needs are met because the staff discuss all aspects of their care with the children's parents during gradual admission and on a daily basis. Children know when they need refreshment as they access water independently from their own water bottles or from the water dispensers in each room.

The staff ensure that children have access to outdoor play daily, which contributes to their health. They run and play in the fresh air and practice physical skills on wheeled toys or balancing beams. Pre-school children know the effect that exercise has on their bodies, for example, when playing outside they know to run quickly to keep warm. However, opportunities for non-mobile children to benefit from fresh air are limited to during the summer months only.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Indoor space is organised to meet the needs of the different age groups of children attending. For example, in the baby room, adult-sized seating provides a comfortable and homely environment. Low-level storage for toys and equipment in the rooms enables children to choose their play activities and means that they can access equipment independently.

Children have access to a sufficient range of toys that are safe and of good quality. Equipment is kept clean and in a good state of repair. This is supported by the completion of daily written risk assessments of the children's playrooms and the outdoor area, where risks are identified so that appropriate action can be taken. However, the computer cables require attention so that they are not hazardous to children. There are effective security measures in place to ensure that access to the building is restricted which keeps children safe. Staff take positive steps to ensure that children are learning how to keep themselves safe. For example, they give gentle reminders that children should not climb on chairs as they may fall and hurt themselves.

Children are protected well as all the staff know and understand to report any concerns to the named person or the manager. The named person equally understands her responsibility in ensuring that child protection concerns are dealt with promptly and appropriately. There is a clear child protection statement in place which follows the Area Child Protection Committee procedures.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are generally happy and confident in the nursery. They enjoy a close, warm and supportive relationship with the staff who are sensitive to their individual needs. Babies 'snuggle in' whilst being bottle-fed and children have cuddles on waking, or sit on a member of staff's knee for a story. As a result, children's emotional needs are met. They have access to a sufficient range of resources and experiences which they are interested in. However, outdoor equipment to extend and develop children's physical skills, such as different sized wheeled toys and bikes for different age groups, require attention. The planning of activities for children under three is in its' early stages and some staff are more confident in this area than others. All children benefit from having sensory experiences, such as jelly, foam or spaghetti play. However, opportunities for babies to play with natural materials, such as wooden or metal everyday objects, are limited. They are developing confidence as they join in group discussion at circle time. All children have opportunities to select activities of their own choosing and initiate their play or take part in focused activities. Most staff work at children's level at all times, giving good eye contact, as a result, children are becoming confident communicators.

Nursery Education

The quality of teaching and learning is satisfactory. Children settle well and enjoy their time in the nursery. They show interest in the activities provided for them. Most staff regularly ask children questions during their play, which extends children's knowledge and language. The staff have a sound knowledge and understanding of the Foundation Stage and how children learn. The activities and experiences provided for the children sufficiently cover the areas of learning. However, children's starting points and current knowledge are not identified for those children who enter the nursery at the age of three. Similarly, planning of activities and assessment systems are in place and show that staff make good observations of children's play and achievements. However, these are not used to inform future planning. As a result, the next steps for individual children's play, learning and development are not clearly identified.

Children enter the setting confidently and quickly settle into the familiar routine. They independently choose from the activities set out for them. They are learning to share and take turns. For example, as they play a game with other children and a member of staff. Children show interest and curiosity in anything new. They have formed good relationships with the staff and other children, for example, a child is praised for giving another child a cuddle.

Children are developing a love of books and stories. For example, they listen and join in attentively with stories, either one-to-one with a member of staff or in small groups. They are learning to recognise their name as they select their name card and self-register on arrival. Children have opportunities to use mathematics in everyday situations. They count the number of swords they have collected while playing the 'pop up pirate' game and learn about the date, days of the week and season during the 'word wall' activity. A confident 3-year-old counts from 1-14, the number of buttons on her collage picture. They show an interest in shape and size as they make a tower of bricks and the member of staff asks questions to extend their learning such as 'Which is bigger, taller, smaller?'

Children are developing an awareness of the wider community and are learning about different cultures, beliefs and abilities through the activities and resources available to them, and through their discussions with the staff. They are developing a sense of time during a story about 'Maisie's day' and the member of staff links this to the current topic of clothes. For example, they know that it is cold outside, it is winter and they need to dress warmly when they get up in the morning.

They are interested in creative activities and await their turn to take part in a collage activity or play in the sand or water. Similarly, a child concentrates for a long period, developing his hand-eye coordination as he threads beads onto a lace and follows the sequence of what colour and shape comes next. During food tasting sessions, they learn about healthy eating and talk about the smell, taste and texture of food and record their comments on a chart. They are able to negotiate space well when sitting down on the mat or when lining up to go outside, they negotiate a pathway and take care not to bump into anyone. They are developing a growing awareness of their own needs and understand the importance of healthy practices regarding their personal hygiene.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children's needs are identified through the initial placement visits and are shared daily, either through the babies' record sheets, or verbally with parents. Although there are no children with special needs who attend at the moment, the staff understand where to access the help of other professionals when needed. Children's knowledge of the wider community is fostered through resources and books which contain positive images of race and culture. This is supported by activities and discussions about cultural festivals such as Chinese New Year. However, this is an area which needs developing, especially regarding disability, to ensure that children have positive experiences of the wider community. Opportunities for children to explore the local community are limited, however, they do benefit from visits from the fire service and the dentist. Children are learning to show their preferences and interests, for example, a toddler chooses to play in the ball pool on waking, rather than return to his base room. Staff are caring and sensitive to his needs and allow him to follow his interest.

Children generally behave well throughout the nursery because most staff act as good role models by encouraging good manners and praising children for their achievements. They are learning to share and take turns as they play games with each other and the staff or turn the pages of a book.

The partnership with parents is satisfactory. There is a variety of information available for them via the written policies and procedures, parent's notice board, newsletters and parent's evenings are held twice a year. The staff have developed relationships with parents which are informal and information is shared verbally and in writing on a daily basis through the use of daily diaries. This works well within the baby and toddler rooms. Overall, children's social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

The leadership and management of the nursery education within the setting is satisfactory. Children are cared for by a staff team who have a sound understanding of their roles and responsibilities in helping children to enjoy, achieve and keep them safe. The provider has systems in place to support staff, such as an induction procedure and the regular staff and team meetings where the nursery practice is discussed. This ensures that daily practice supports children's care safety and welfare.

Children are well settled and are familiar with the daily routines. These are planned to give children the opportunity to take part in specific activities or engage in free play. Staff work well together and are flexible to the demands of the service, as a result, children's individual needs and staff-child ratios are met.

All the legally required documentation is in place, however, vetting procedures need

to be dealt with promptly. Children benefit from being cared for in the setting, where the majority of staff have appropriate early years qualifications.

Overall, the provision meets the needs of children attending.

### **Improvements since the last inspection**

At the last inspection the provider was asked to ensure that a vetting procedure was in place; ensure confidentiality when recording accidents or incidents; ensure that computer cables do not pose as a hazard and improve security regarding the back door; improve hygiene practice before meals and snacks; develop suitable furniture for children aged 12 -24 months; improve the use of space for play in the baby room and provide parents with information regarding the Foundation Stage.

Most of these have been completed satisfactorily and have improved children's care and safety. Documentation is now recorded to ensure the confidentiality of individual children. However, due to the recent redecoration, computer cables need to be secured back in place and new members of staff need to complete the required vetting process promptly. As a result, two recommendations have been made following this inspection.

### **Complaints since the last inspection**

There have been no complaints reported to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve opportunities for babies/children under two to have access to fresh

air and outside activities all year round

- ensure computer cables do not present as a hazard to children
- increase opportunities for children to develop their physical skills (also applies to nursery education)
- continue to develop a suitable range of stimulating and interesting activities using the Birth to Three Matters framework .e.g. play with natural materials/Heuristic play.
- continue to develop resources and activities which promote all areas of equality of opportunity (e.g. disability)
- ensure that vetting procedures for new staff are completed promptly.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the care section above
- ensure that children's starting points and current knowledge and observations of what they can do, are used to plan the next steps for their play, learning and development.

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