



## Jack & Jill Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY230785
<b>Inspection date</b>	09 May 2006
<b>Inspector</b>	Shirley Peart

<b>Setting Address</b>	West Road, Prudhoe, Northumberland, NE42 6HR
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<b>Registered person</b>	Jack & Jill Nursery
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Jack & Jill Nursery has been established for over 10 years. It operates from three rooms within the Methodist Church Hall in Prudhoe, Northumberland. It is located in a residential area within the town centre of Prudhoe and children who attend are predominately from the surrounding areas.

The group is open during school term times and sessions are available from 08.30 until 14.30. There are 50 children on roll, which includes 39 children who are in

receipt of funding for nursery education. Children with learning difficulties and/or disabilities are well supported.

There are four permanent members of staff who work with the children, two have relevant child care qualifications. The group also accepts students on childcare training courses. The group receives support from the Local Authority

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children follow good hygiene practices. They independently wash and dry their hands after messy play, in the small washbasin available. They are supervised to the bathroom by staff, as these are situated off the main corridor. Children are becoming aware of how their body changes, for example, they state that they are 'sweaty' during tidy up time and know why they need to do warm up and cool down exercises during physical play.

Although there is no outdoor play area available, staff make good use of the large hall and plan varied activities that assist the children to develop their overall physical skills very well. For example, planned physical education sessions and sessions using varied equipment. Children thoroughly enjoy the sessions and successfully manage to use the equipment, such as different sized bikes, slides, scooters and tunnels and they follow instructions very well during physical education. To ensure that children have plenty of fresh air and exercise, they are taken on regular local walks.

Parents provide the children's packed lunches and the children sit together with the staff, enjoying the social occasion at lunch time. As the lunches are not stored in a fridge, staff advise the parents of the type of food to send in. Children have a healthy snack of different fresh fruit and choose when to have this during the session. They know what is good for them, as they state that 'bananas are healthy'. They also enjoy eating their jelly that they made on the previous day. Children are also given regular drinks of milk or water throughout the day and specifically after physical play. This ensures that their nutritional needs are met very well.

All recording is up to date and well organised regarding known allergies, accidents and medication. Staff hold various valid certificates, such as first aid, food hygiene, food and nutrition and epilepsy training. This ensures that children's health needs are well met.

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

The provision is good.

The rooms are well used to meet children's needs. For example, there is a separate room available for mealtimes, which is also used for one to one sessions with children and a large hall for physical play. Children move around the main classroom

freely and choose their toys and activities independently, as the room is well set up. Toys are age appropriate and there is a good range available. Children have good opportunities to use real materials in activities, such as stones, shells and dry pasta. However, there is a lack of real, safe equipment and objects for general play, specifically within the role play area.

Children are gaining a good awareness about how to keep themselves safe. For example, they know why they should not put their hands in the hot water when they make jelly and that they need to state their name during registration, so that the 'fireman' can get them out if there is a fire. Staff are also vigilant regarding the children's safety. They count the children when they move between rooms, ensure that the stairs are inaccessible and monitor the entrance door closely. Documentation, such as fire drill recording and risk assessments, also supports the safe practice well. Some staff have also carried out health and safety awareness training.

Appropriate information and procedures are in place regarding child protection. The staff member responsible for child protection has carried out advanced training. This ensures that children's welfare is protected appropriately.

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

The provision is outstanding.

Young children are very happy and settled in their environment. Overall, children benefit from responsive, caring staff who offer lots of reassurance and warm, natural interaction.

#### **Nursery Education**

The quality of teaching is outstanding. Staff plan some excellent activities based on children's individual needs, such as providing a fun game to help children sound out letters. They have innovative ideas within their topics. For example, children participate in very good experiments that assist their learning and stimulate their interest in science; such as when they make jelly and talk about the changes occurring, or when they put dry and wet sand through the wheel to see if it will move. They link themes across the activities very well, with enthusiasm and encouragement, so that children are very interested and highly engaged in their learning. Staff use lots of open ended questions and initiate conversations with the children, which encourages them to think and respond successfully. For example, when they talk about a new child coming into the nursery, or when they are actively encouraged to talk about their item from home that begins with the letter 'j'. They use clever ideas to ensure that the children learn and understand, for example, when staff consistently hold up the wrong number cards, the children shout out the correct number enthusiastically. Staff's management of the children's behaviour is exceptional, which ensures that children's self-esteem is fostered very well.

Children have excellent relationships with the staff and each other. They approach staff easily and they give and receive appropriate, spontaneous cuddles and kisses. They seek out their friends and show care and concern for them. They make very

good attempts at managing their own self-care tasks, such as pulling chairs up to the table and changing for physical education sessions. They concentrate very well, for example when listening to a story or when successfully recognising the letter of their name so that they can stand up. They engage in lively conversations and respond confidently. For example, when they are asked questions about the story, they explain clearly why they think the country is hot and clearly demonstrate, through gestures and drawings, why the giraffe cannot walk properly. They make very good attempts at writing their own names by copying, some children successfully manage this independently.

Children engage in lots of excellent mathematical activities that assist them to learn about the concept of number, size and calculation very well. For example, when they count each other and the staff during registration time, the children are very quick to point out when a person has been missed out and successfully add them on. They use lots of mathematical language correctly,

such as 'up', 'liquid' and 'solid', when they actively participate in fun experiments.

Children are successfully learning about their environment and the things in it as they have planted seeds, grown beans, and talked about where they live and made a display about it. They chat enthusiastically about birthday parties, cake and who is picking them up from the nursery. Therefore, they have a very strong sense of self as a member of the wider community. Children use the computer equipment on a planned basis and use this successfully and independently.

Children use their imaginations very well. They pretend to take their 'furry friends' on holiday and eagerly dress up. They thoroughly enjoy singing rhyming songs and join in enthusiastically. They approach creative activities eagerly and have lots of time to express themselves and to be creative. Planned physical play sessions in the large hall give children excellent opportunities to develop their overall physical skills very well. They successfully use different sized bikes that meet their development needs well. They are very confident and shout 'watch me' when attempting tasks. Comprehensive lesson plans are in place for planned physical education sessions which are linked to the stepping stones very well. Children warm up and cool down, they follow instructions exceptionally well, such as when they tip toe quietly, find a space, copy movements and attempt skipping.

Overall children are making outstanding, progress in all areas of learning.

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

The provision is good.

Staff are caring and responsive and meet children's needs admirably, as they know them very well. Non stereotypical play is well supported as they boys thoroughly enjoy dressing up in 'Snow White' and 'wedding dress' costumes.

The care and education offered to children with learning difficulties and/or disabilities is very high. They receive regular one to one attention, which assists their development very well. They benefit from tailor made, fun sessions that meet their

developmental needs and make excellent attempts at reaching their goals during the sessions.

Children's behaviour is very good. Staff are very good role models and children benefit from lots of positive comments that assist them to learn about responsible behaviour. Children understand and demonstrate a caring attitude towards each other and the staff. The staff engage the children in conversations that make them think about their behaviour, for example children clearly explain why they should not run along the corridor.

Partnership with parents is good. The staff have very friendly relationships with the parents and carers, which helps to develop secure and trusting relationships for the children. There is some good, useful information in the information booklet and on the display board. However, the information for contacting Ofsted was out of date. Parents also receive their child's daily diary with regular updated information on what their children are doing and how they can be involved, for example by bringing items in for activities. Parents take home their child's progress file regularly and find this interesting to read and to view their work. Although staff discuss and receive relevant information from parents regarding children's specific needs, they do not ask for information on what they know about their child's development on entry.

Parents are very pleased with the provision and how the staff help their children to settle in and make progress. They feel that their children are well prepared for school, which is due to the very good care and education that their children receive while in the nursery.

Children's spiritual, moral, social and cultural development is fostered appropriately.

## **Organisation**

The organisation is good.

The provision is very well organised. The staff team work very well together, as they are well established and long-standing. Suitable recruitment and selection procedures are in place should they need to appoint new staff. They are competent and provide a happy environment for the children, who benefit from a stable routine and a good mix of child initiated and adult led activities.

The staff have worked hard to achieve the Pre-school Accreditation Scheme which means that they continually monitor the provision. Communication and staff development is very good, as they hold regular meetings and one to one appraisal sessions. Staff training is ongoing and relevant short courses have been undertaken by various staff, which include training on the Foundation Stage. The staff are open and receptive to support from various professionals within the Local Authority. This ensures that the provision is highly developed for the children's benefit.

The leadership and management of the nursery is good. Comprehensive planning is in place which is based on the Early Learning goals and the stepping stones. The staff do their planning based on the observations of the children. They clearly establish what children can do and what areas they need support in to make

progress and to reach the stepping stones. For example, the medium term plans indicated that children needed support with self-care tasks such as fastening coats and dressing. Therefore, staff built this into the children's daily routine, by giving them the time and space to get completely changed for physical education sessions and to put on their coats independently at home time.

Assessment systems are good and clearly show the progress that the children are making towards the Early Learning goals, through the stepping stones. The staff have very good links with the local feeder school. They have regular meetings, including joint planning meetings, and children have good opportunities to attend the school for visits and particular sessions. This ensures that children have a smooth transition from nursery to school. Parents also feel that good links are in place, which supports their children very well. Overall, the setting meets the needs of the children who attend.

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

At the last inspection the nursery was required to; ensure that the times of arrival and departure were recorded; ensure that all electrical sockets were protected; formulate a procedure in the event of an allegation being made against a staff member; ensure all policies were individual to the setting; increase the opportunities for children to write for different purposes and to ensure that group time effectively met the needs of all children.

All documentation, recording and policies regarding the above issues have been suitably addressed and all electrical sockets are protected. The children have good opportunities to write for different purposes, during adult led and child led activities, and group time is now effectively organised to meet children's needs.

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

There are no complaints to report. 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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The quality and standards of the nursery education are good.

### **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):

- consider using further real, safe equipment and objects for general play, specifically within the role play area
- obtain a copy of the Ofsted information poster and display this for parents.

### **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):

- consider obtaining and using information from parents regarding what they know about their child's personal, social, emotional and physical development and communication skills, so that this can be used as a baseline for assessment on entry.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)