



Jack and Jill

Inspection report for early years provision

Unique Reference Number	EY102296
Inspection date	02 March 2006
Inspector	Jean Wilson
Setting Address	73 Beach Road, South Shields, NE33 2QT
Telephone number	0191 4542880
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Registered person	Nurserytime Kids Club
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.

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 Kindergarten and Kool Time for Kids is one of three provisions run by the Nursery Time group. The Kindergarten opened in 2002 and operates from three levels of a terraced property in South Shields. A maximum of 50 children may attend the Kindergarten at any one time. The Kindergarten is open each week day from 07.15 until 18.00 for 52 weeks of the year. Kool Time for Kids Club opened in 2003. It operates from the top floor in the same property in South Shields. The Club opens

five days a week during term time only; between 15.30 and 18.00.

There are currently 61 children aged from birth to 8 years on roll in the Kindergarten and club. Of these, 18 children receive funding for nursery education. Children come from a large catchment area. The Kindergarten and club supports children with special needs and that speak English as an additional language. The Kindergarten employs 13 staff. There are six members of the staff, including the manager with appropriate early years qualification. There are three staff members working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

All areas are clean and well maintained and staff have a clear knowledge of nursery procedures, which are implemented effectively, helping to promote children's well-being. They learn the importance of personal hygiene through consistent daily routines. Older children know that washing hands is important to stop the spread of germs and teeth are kept strong and healthy by regular brushing after meals. Staff consistently wear disposable gloves and aprons for nappy changing, and maintain the cleanliness of toys and resources to a satisfactory standard, helping to prevent the spread of infection. Children's health is further protected by an effective sickness and exclusion policy. There is appropriate documentation in place for the recording of accidents and medication.

Babies' growth and development are focused on physical well-being as they crawl around with sufficient space for movement and climb over cushions and through tunnels. Children enjoy regular outdoor activities, babies go on regular walks in the fresh air and older children have a positive attitude to exercise, which contributes to their good health. Children aged 3 years and over have weekly dance sessions which helps them learn good co-ordination and movement to music. Small resources, such as threading beads and lego encourages their manipulative skills. Time for outdoor play is allocated each day. However, activities to enable children to practice and develop their physical skills are not planned; therefore, the provision lacks variety and challenge.

Children's health is promoted through the nutritional food provided. Meals are cooked on the premises and the provider ensures that they are well-balanced using fresh vegetables and ingredients. Children have fruit each day and older children self-help to fresh drinking water. Meal and snack times are calm, relaxed social occasions. Children work together to prepare the tables for lunch, using colourful plates and cutlery. Good organisation means they do not wait, make independent choices and serve themselves. The menu is designed to introduce different textures and flavours and children's understanding of food is enhanced as they talk with the staff about the foods on offer.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are cared for in a welcoming and well organised environment. They know their way around the building well and older children are proud of their work displayed on the walls. All children have access to a variety of play materials and resources that are suitable for their age and stage of development, and that are checked regularly to ensure they are safe for their use.

Children's risk of accidental injury is reduced because staff monitor safety arrangements regularly and take steps to minimise hazards. For example, they complete daily risk assessments of the playrooms and outdoor area. Generally children move around the building with confidence; however, they are not adequately protected from access to the basement stairs.

The children take part in regular fire practices and both children and staff are familiar with evacuation procedures. This means they will be able to act quickly in an emergency. Children's welfare is protected because staff have satisfactory knowledge in the area of child protection if there was any concern. However, the system for vetting and recording visitors admitted to the premises is not consistently adhered to, which could result in unidentified persons having access to children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children of all ages settle well and build good relationships with staff and peers. Relationships with the staff and each other are good. They all enjoy a range of interesting, tactile resources and activities. Babies and children under 2-years-old are cared for in a warm, bright environment on the ground floor. They receive lots of support and encouragement and staff are mindful of each child's individual needs regarding feeding and sleep routines. Staff working with this group have a good understanding of their needs. They receive lots of cuddles and attention which helps them form close attachments with their key workers, who know them well. This successfully fosters their emotional well-being. They enjoy snuggling up to staff to look at books, and go to them readily for comfort when they are tired or upset.

The 3 and 4-year-olds who attend the kindergarten are confident and join in activities enthusiastically. Their independence is supported by the environment which is laid out to promote choice and allow children easy access to activities. They have ownership of the resources in a predictable layout in an open plan playroom on the first floor. They know the resources available to them well and quickly become adept at selecting equipment to extend their play.

Two and three year-old children are based in the basement playrooms which are spacious, with access to outdoor play. However, provision for them to develop a sense of belonging is less effective. There are few familiar household objects and comfortable seating areas to encourage young children to feel at home and relax. The daily routine lacks flexibility and gets in the way of developing emotional well

being, conversation and sustained play. Some 2-year-olds demonstrate difficulty in adhering to activities that are inappropriate for their stage of development, such as forming a line to wash their hands or sitting for prolonged periods at snack time. A member of staff is assigned to each family but the key worker system is not developed effectively to support children's needs. Records of children's progress are not consistently completed or used in planning activities. Staff could further develop their knowledge and understanding of the developmental needs of this age group, for example by the use of the Birth to three matters framework to improve practice.

Older children who join the setting after school settle well and make choices about their play. They have access to a range of games and art and craft activities, promoting their creative skills.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have an adequate understanding of how children learn and join in with children's play and ask questions to develop their thinking. They have a sound understanding of the Foundation Stage and the expectations for children's development, but do not systematically plan to ensure that children make progress in all six areas of learning. This means that there are gaps in the children's learning. Activities are not sufficiently planned to make clear what staff intend children to learn from play activities and are not fully evaluated in order to ensure that the learning objective has been achieved. Therefore, staff are unable to recognise if children's needs are being fully supported and challenged. Assessment records are updated by key workers who monitor children's achievement and development, although assessment records do not include plans for the next steps in children's learning.

Children show a strong sense of belonging and independence as they access activities in the pre school room which is appropriately divided into specific areas of play. They share resources take turns and show sensitivity towards others. Children demonstrate happiness and enjoyment. Prior to visiting the theatre the children laugh and chatter excitedly as they plan their outing. They jump for joy when going outside to play in the snow.

The children learn to recognise their names as they self-register on arrival, and story time is fun and interesting as staff and children interact well when reading favourite stories, such as *The Gruffalo*. Children's understanding that print carries meaning is developed well through relevant activities. For example, they delight in listening to the diary of Little Ted, the class bear, recorded by parents when he's taken home each weekend. Many children use marks readily to represent their ideas and more able children are adept at writing letters and their own names. Some children count confidently in everyday activities, such as when using the stairs and use language to talk about shapes and size. However, provision for children's mathematical learning is less effective. Their understanding is not always consolidated and documents do not show how their mathematical and problem solving skills are fostered and planned for.

Children develop a good sense of time and place as they talk about past and present events in their lives. They discuss holidays, festivals and follow interesting themes.

Such as when they learn about buildings, visit local castles and collect artefacts to create a role play area within the playroom. Their understanding of technology is developed through daily access to the computer. Children use their imagination in play and enjoy music, movement and dance.

Helping children make a positive contribution

The provision is satisfactory.

Older children are confident, enjoy the activities and play happily together. They develop good levels of self-esteem and form close relationships with staff. Children are well behaved and good behaviour is reinforced through consistent praise and encouragement. Children learn to share and take turns and are sensitive to the needs of others. They are kind and show consideration towards each other. For example, helping to serve each other at lunch and waiting until all are ready before commencing their meal. They take pride in their playroom, and resources are well organised and easily accessible to encourage them to choose and replace their playthings independently.

Children learn about diversity and the world they live in through stories, planned activities, and festivals. Parents from different cultural backgrounds are invited to talk to children about their experiences and their home life. This is complemented with access to a suitable range of resources with positive images of race and culture. They have opportunities to observe how things change and grow and to respect living things, as they plant and nurture seeds and care for the fish. This further contributes to their learning and means that their spiritual, moral, social and cultural development is fostered.

The partnership with parents is good and promotes children's welfare and sense of belonging. Parents are welcomed into the nursery at any time. Those with young children are informed about their day through a daily diary. A notice board for parents shows activities for older children and information is shared through daily discussion. Parents of children in receipt of nursery education funding receive information about the foundation stage and how they can contribute to their child's learning.

Organisation

The organisation is satisfactory.

Children are cared for by suitably qualified staff, who use their knowledge and skills to provide interesting and enjoyable activities. There are effective procedures in place for the appointment of staff and the induction process ensures staff are fully aware of the regulatory policies. Staff appraisal and staff meetings identify staff training needs and they have recently introduced the Birth to three matters framework, but this is not fully implemented to further help develop all children under three progress.

Most aspects of the provision are organised appropriately, and the manager is conscientious in making sure staffing ratios are met. Children benefit from caring staff, who consistently interact with them and provide effective support and

encouragement. This helps them feel secure and confident. However, staff working with 2-year-olds are not always effectively deployed to ensure children have enough support and attention at times of change or when getting ready for outside play.

The manager has a strong commitment to development and improvement and use is made of external support. The staff work well together as a team and are supported through regular staff meetings and access to training. There is formal evaluation of their performance and appraisals are used to monitor staff development. Leadership and management of the nursery education provision is satisfactory. Areas requiring improvement have been identified, but there are not yet rigorous systems in place to ensure that all areas of learning are given equal emphasis and that all aspects of learning within the six areas are covered regularly and frequently. Progress has been made to develop a system of assessment to give insight into children's interests, achievements and possible difficulties in their learning. However, this is not used to identify which next steps in learning and teaching can be planned.

The required records, policies and procedures which contribute to children's health, safety and welfare are all in place. Children are kept safe and healthy as staff attend and update training, including first aid. Policies and procedures generally work effectively in practice, as staff are kept well informed and up-to-date through regular meetings.

Overall, the provision meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

The previous care inspection set actions that the nursery ensure that effective procedures are in place for checking that staff are suitable to work with children; that staff have access to children's attendance records at all times and those responsible for transporting children have sufficient insurance cover. These issues have all been thoroughly addressed and children are appropriately safeguarded. Robust procedures are in place to check staff's suitability for employment in line with Ofsted regulations. Registers are accurately completed and kept to hand in the playrooms. Insurance cover is in place for staff using their vehicles.

The previous nursery education inspection made recommendations with regard to planning and assessment to ensure that all areas of learning are including physical play are consistently covered; activities and achievement to be evaluated and used to inform further planning and organisation. Weekly plans are now topic based and activities are linked to an area of learning. Improvement has been made in the grouping of children to ensure that activities are age appropriate. Plans identify a balance of activities, although do not show how all six areas of learning are sufficiently covered to ensure there are no gaps in the curriculum. Activities are not fully evaluated to identify areas for improvement. This is still an outstanding issue. Staff use on-going assessment of children's learning however this is not systematic or linked to planning. Currently there are no children attending with identified special needs; however, a system is in place for recording individual educational plans in respect of children with special needs.

Complaints since the last inspection

There are no complaints to report since the previous 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.

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The quality and standards of the nursery education are satisfactory.

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):

- ensure children are protected from access to the basement stairs
- ensure all visitors are recorded and their time of arrival and departure appropriately noted to securely manage access to children
- develop the organisation and facilities for children under three which will promote their emotional well-being and build on their natural curiosity as learners, for example by using the Birth to three framework.

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):

- further develop methods of planning and assessment to ensure that all areas of learning are consistently covered. Evaluate activities and children's individual learning more effectively, so as to shape and inform further planning.

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