



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 120076

DfES Number: 522242

### INSPECTION DETAILS

Inspection Date 20/07/2004  
Inspector Name Lisa Jane Cupples

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Jack and Jill Nursery Group Ltd  
Setting Address c/o Shawfield Primary School  
Winchester Road  
Ash  
Hampshire  
GU12 6SX

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Gillian Luck, Susan Wood and Christine Young  
Address 46 Star Lane  
Ash  
Aldershot  
Hampshire  
GU12 6RH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Jack and Jill Nursery Group Limited opened in 1970's. It is a non-profit making company managed by three partners. It operates from a purpose-built building in the grounds of Shawfield Primary School, in Ash, a residential area of Surrey. The nursery serves the local community and surrounding areas.

The nursery is registered to provide care for 26 children aged from 2 years to 5 years. There are currently 67 children on roll. This includes 15 funded 3 year olds and 25 funded 4 year olds. The setting currently supports a number of children who have special needs. No children with English as an additional language currently attend.

The nursery opens 5 days a week during school term time only. Sessions are from 09:00 to 15:00 on Monday, Wednesday and Friday and from 09:00 to 15:15 on Tuesday and Thursday. Children attend a variety of sessions.

There are 8 full time and part time staff who work directly with the children. There are 5 members of staff have early years qualifications to NVQ level 2 or 3. There are 2 members of staff are currently working towards early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Jack and Jill Nursery Group Limited provides good quality care for children. The organisation of the staff team, daily routines and activities work well. The setting is warm and welcoming, helping the children to settle and feel at ease. The activities provided ensure the children are completely engaged throughout the sessions. Most paperwork is in place and kept to the required standard.

The staff team provide a safe environment for the children and their families. The premises are clean and well maintained. The children's work is valued and displayed brightly around the walls. Good hygiene practice is in place and the children are

actively encouraged to wash their hands at appropriate times. The nursery provides a range of healthy and nutritious snacks. The staff team have a very clear understanding of equal opportunities and a sound working knowledge of child protection procedures.

Staff have a very good understanding of the developmental needs of children. The broad range of resources and play materials are used effectively to provide a well-balanced programme. Staff are able to adapt activities and routines to meet the individual needs of all children. The behaviour policy is implemented consistently. The children are polite, behave well and know exactly what is expected of them.

Partnership with parents is very good. The staff are friendly and supportive, providing a caring environment for the whole family. Communication is good, staff work closely with the parents to ensure their wishes are respected at all times. The needs and progress of the children are discussed daily. Parents have access to their children's records on request and confidentiality is maintained at all times. Newsletters and the notice board help to keep the parents informed about the setting.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- Staff interact extremely well with the children. They provide a stimulating and varied range of activities organised to promote development in all areas. Children are challenged and fully occupied throughout the sessions. Staff listen actively to the children and respond well to their needs, for example, providing additional resources, materials or assistance to support the children's learning.
- The extensive range of equipment and resources are set out at a low-level. This enables the children to self-select the activities and materials, developing and encouraging their independence. Children are able to expand their ideas by selecting additional materials.
- Snack time and the lunch club are well organised and provides the children with opportunities to build and develop their social skills and good manners. Children serve the snacks using a rota system, encouraging them to take some responsibility and feel valued within the group.
- Staff take the time to get to know each child and their families well. This enables them to create a balanced programme, designed to meet their individual needs. Children use a diverse range of multi-cultural equipment and resources during free-play, role-play and more structured activities. This helps to develop the children's understanding of the world around them.
- Staff have a consistent and relaxed approach to behaviour management. Clear rules and boundaries are in place and used effectively to develop the children's sense of right and wrong. Explanations are given, which are

appropriate to the age and understanding of each child. Good behaviour is recognised and rewarded with praise and encouragement.

#### **What needs to be improved?**

- the information recorded when fire drills are completed
- the procedure to obtain the parents signature of acknowledgement when medication is administered.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure parents sign to acknowledge the administration of all medication.
6	Ensure a full record of all fire drills is maintained.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Jack and Jill Nursery Group Limited provide acceptable nursery education of high quality. Children are making very good progress towards the early learning goals in all six areas.

The quality of teaching is very good. Staff have a clear understanding of the Foundation Stage. All observations and curriculum planning is clearly linked to the stepping stones. The children's progress is monitored effectively to ensure their next steps are identified and catered for. Staff differentiate the activities well, ensuring all children can participate fully. The group Senco liaises exceptionally well with parents and other agencies to ensure all children receive good levels of support and supervision. The children are fully occupied and challenged throughout the day. Staff manage behaviour extremely consistently and the children behave well, responding to the high expectations of the whole staff team.

The leadership and management of the setting is very good. The three partners play an active role in the setting. Clear roles and responsibilities are defined and the well-established team work well together. Daily activities and routines are evaluated and practice is amended to improve the setting. Discussions about staff performance take place, although no formal appraisal system is in place to monitor individual contributions to the setting. Staff attend training and workshops to ensure practice remains up to date. Staff are committed to improving the quality of care and education for all children.

Partnership with parents is very good. Parents receive a detailed prospectus and the policies are displayed. Newsletters and the notice board are used well to share information. Keyworkers are available to talk to the parents after each session. Parents have access to their children's achievement records, although they do not have the opportunity to make written contributions to their records about their children's learning at home.

### What is being done well?

- Children's knowledge and understanding of the world is developing well. They explore and experiment with resources and materials throughout each session. Children are curious and ask questions to further their understanding. They take part in various practical experiments to consolidate their learning, for example, the children think about how to prevent an egg from breaking if it is dropped. They discuss the matter and then use a good selection of materials to wrap up eggs using their own ideas. The children then conduct an experiment to see which type of wrapping is most effective.
- Children are developing an interest and showing an enjoyment in stories. Staff read books extremely well, using character voices and facial expressions to bring the stories to life. Children retell narratives during

role-play and use characters from books during practical activities, for example, delivering the correct number of milk bottles to the three bears and Goldilocks while playing outside. Staff build on the children's enthusiasm well, developing and extending their interest to include making pictures and wall displays about their favourite stories.

- Children are confident and show high levels of independence, for example, self-selecting resources, choosing materials, making decisions, putting on their own aprons and explaining their ideas clearly during role-play and free-play.

#### **What needs to be improved?**

- the opportunities for children to begin to understand simple number operations, particularly adding and subtracting using groups of objects
- the opportunities for parents to make written contributions to their children's records about their observations of the children's learning and progress at home
- the system to monitor and evaluate the staff's individual performance and contribution to the setting.

#### **What has improved since the last inspection?**

At the last inspection the setting was asked to address the following:

Within the programme for knowledge and understanding of the world include more opportunities for children to explore living things, and provide adult guidance and support when children use technology to ensure appropriate use and help develop their understanding.

Implement the phonic system chosen by staff and use the recently acquired resources to develop a consistent approach to teaching the sounds of the alphabet letters.

Extend the programme for mathematics to include activities and opportunities to enable the children to use higher numbers, beyond five. Develop children's thinking and problem solving skills in planned activities and daily routines to encourage them to use simple number operations such as addition and subtraction.

Progress since the last inspection has been very good.

Children have ample opportunities to explore living things in the wild life garden that has been developed in the outdoor area. Children turn over logs to find the mini-beasts and record their findings. They are able to use the computers and programmable toys confidently during free-play and more structured activities.

Staff have implemented the Jolly Phonics System and use it consistently to develop the children's knowledge and recognition of letter sounds. Children recognise the

sounds and shapes of letters and understand that text has meaning.

Children take part in a wide range of number games and recognise numerals up to 9. They confidently count up to and above 15 during free-play. There are some opportunities for children to begin using simple number operations. Children problem solve well and use mathematical concepts to describe what they are doing.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and keen to learn. They are eager to try new activities. Children are able to sit quietly and concentrate extremely well when required. Children form good relationships with adults and their peers. They behave well, often explaining the rules to others. Children show high levels of independence, self-selecting resources and materials throughout the sessions. They are able to share and take turns fairly. Children understand that everybody has different needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers in a variety of situations. They can express their feelings and explain their ideas clearly. Children enjoy stories, listening actively and they use their favourite stories to retell narratives during free-play. They use books independently and understand that text has meaning. Children recognise the shapes and sounds of letters. They write their names and older children can write other simple words. Children practice emergent writing at every opportunity.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to and above 15. They recognise numerals up to 9 with ease. Children are beginning to problem solve and think about how to resolve issues, for example, pouring water out of a bottle to make it lighter. Children can compare numbers and recreate patterns accurately. There are some opportunities for children to calculate using simple number operations. Children use mathematical language well to describe shape, size, position and quantity during free-play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore a wide range of natural, living and man-made materials. They complete experiments, predict the outcomes and often record their findings. Children are able to build and construct their own designs. They use computers with confidence. Children use programmable toys and everyday technology throughout the sessions. Children are developing a sense of time and place. They talk about the differences and similarities of other countries and cultures.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move freely around the setting. There are plenty of opportunities to develop their fine and gross motor skills during each session. Children have very good spatial awareness and are considerate about the space of others. Children are beginning to understand healthy eating. They recognise the changes to their bodies, during and after physical activities. Children can manipulate a range of tools with increasing control. They have good hand-eye co-ordination and a sense of balance.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children recognise shapes and colours throughout the session. They talk about the materials they are using, describing the textures, how they look, feel and smell. Children sing songs from memory and confidently match actions to rhymes. Children play musical instruments and are beginning to experiment with sounds, recreating patterns, changing speed and volume. Children use their imaginations extremely well during role-play and free-play.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- provide more opportunities for children to begin using simple number operations, for example, adding and subtracting using groups of objects
- provide parents with the opportunity to make written contributions to their children's records regarding their children's learning at home
- implement a staff appraisal system to effectively monitor and evaluate individual staff performance and contribution to the setting.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*