



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 311268

DfES Number: 513588

### INSPECTION DETAILS

Inspection Date	24/03/2004
Inspector Name	Halla McGrady

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Jack & Jill's Private Day Nursery
Setting Address	22 Cliffe End Road Quarmby Huddersfield West Yorkshire HD3 4FF

### REGISTERED PROVIDER DETAILS

Name	Mrs Angela Winstone-Dickson
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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'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. The nursery has a fully equipped kitchen with laundry facilities. The staff room and office are situated on the first floor and a fully enclosed play area is at the rear of the property.

The nursery primarily serves the local community but also takes children from several out lying villages. There are currently 52 children on roll. This includes 13 funded 3 and 4 year olds. The nursery currently supports children special needs, and children who speak English as an additional language.

The group opens five days a week all year round and is closed on Bank Holidays. Sessions are from 07.45 until 18.00 hours.

Nine staff work directly with the children. Four have an early years qualification to NVQ 3 level. Two members of staff have an NVQ 2 in Childcare and two staff are currently on training programmes. 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.

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

### How effective is the nursery education?

Children are making very good progress towards the Early Learning Goals (ELG's) in all areas of learning.

The quality of teaching is very good and ensures that children are making progress confidently and move through the stepping stones with enthusiasm and enjoyment. Staff work well together, and have good relationships and levels of interaction with the children. They question children effectively, encouraging them to think and talk about what they are doing, and this has a positive impact on the children's attitudes and motivation to learn. Staff plan a variety of appropriate and challenging activities, and understand what children learn from them. They are secure in their knowledge of the ELGs, and this is reflected in the excellent range of resources and first hand experiences presented to the children. Group activities are presented in an enthusiastic and lively manner. Staff observe the children when they are working with them. They have high expectations of behaviour, and deal with children consistently. There is a good balance between planned and child led activities.

The leadership and management is very good, and there are strong support systems in place to help newly appointed staff. Staff are aware of their roles and responsibilities and have regular staff meetings. The management team is committed to raising and maintaining standards, and to providing a high quality learning environment for all.

The partnership with parents is very good. Parents are welcomed into the setting, and are well informed about what happens there. They are actively encouraged to be involved with their child's learning, however clear information regarding the foundation stage is somewhat limited.

### What is being done well?

- Children's personal, social and emotional development is very good. Staff establish good relationships with the children, and respond readily and with enthusiasm to their needs and requests. Children are confident and secure in their environment, and are making very good progress. Behaviour is very good.
- Partnerships with parents are very good. Good communication between staff and parents ensures that they are fully informed about all aspects of the nursery, and the progress of their children.
- Children are able to work alone, or co-operatively, as part of a group. They choose their own activities, and complete tasks independently.
- Children's spoken language is developing well. They clearly and confidently express themselves in small and large groups, and in one to one situations, talking freely about real and imagined situations.

- Staff have an impact on children's learning. They ensure that a good range of activities offer appropriate challenges to children, teach them new skills, and are available for children to continue to practice and refine skills learnt.

**What needs to be improved?**

- the information given to parents regarding the foundation stage.

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

The nursery has made very good progress since the last inspection. The number and variety of good quality story, picture, and information books has improved the provision for language and literacy, and has had a positive impact on children's enjoyment of books. Resources such as work cards for threading stimulate and interest the children in learning about patterns. The outdoor area is now equipped with resources which help to develop children's skills in balancing. These include hoops, tyres, stepping stones, and bikes with and without stabilisers.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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All children form good relationships with staff and with each other. They are confident, enthusiastic, and eager to take part in the activities provided. They are encouraged to be independent, and to persist with tasks until they are completed. Children choose their own activities, select resources for themselves, and learn to take care of personal needs, such as putting their own aprons on, washing their hands, and feeding themselves. Behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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All children are keen to communicate with adults, and with each other. They are confident fluent speakers, and readily enjoy engaging in conversations with others, talking about their own experiences. They listen and respond to stories. All children recognise their own names, and some older children can recognise the names of other children in the group. Older children link sounds to letters, and know some letter names and sounds.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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All children benefit from good, individual support, to help them count to 10 and above, in practical situations. The number rich environment helps children to recognise numerals to 5. All children show an understanding of mathematical language, such as high, big, on, and little. They can recognise and name some shapes, and show an understanding of time, quantity, size, and position. Older children show a developing understanding of addition and subtraction through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Planned activities give children many opportunities to explore the world outside their own environment. These include visits from professionals, such as the police force and the fire service, and outside trips to a farm. All children are aware of their own cultural traditions, and those of others. All children are able to use a wide range of resources to build and construct, and they confidently use everyday technology to support their learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Free access to an interesting and stimulating outdoor area which includes swings, slides, tyres, and stepping stones, gives children many opportunities to develop large physical skills. Children move confidently and safely with control and co-ordination. They show an awareness of space and others, and negotiate obstacles successfully. They use a variety of small equipment, such as scissors, cutlery, paintbrushes, rulers, shape cutters, and pencils, skilfully and safely.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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All children are able to explore media and materials through the wide range of resources and activities available to them. They draw freely, and use paint, collage materials, and reclaimed materials. The wide selection of role play costumes stimulates children's creativity and imagination. All children participate enthusiastically in music sessions, and singing familiar nursery rhymes, and children have free access to the well used music area.

**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 were no significant weaknesses to report, consideration should be given to the following point;
- Provide parents with clear information about the Foundation Stage.

*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.*