



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 205172

DfES Number: 524220

INSPECTION DETAILS

Inspection Date	10/11/2003
Inspector Name	Christine Lynn Williams

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Jack and Jill Nursery
Setting Address	53 Millfield Road Bromsgrove Worcestershire B61 7BT

REGISTERED PROVIDER DETAILS

Name	Mrs Pauline Everlyn Hawkins
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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 Nursery opened in 1992. It operates from one room in a self contained part of the owner's home. The nursery is close to Bromsgrove town centre and serves the local area.

There are currently 31 children on role. This includes eight funded three year olds and eight funded four year olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and those who have English as an additional language.

The group opens for five days a week all year round. Opening times are 8.00 - 18.00 Monday - Thursday and 8.00 - 17.00 Friday.

Three full time members of staff work with the children. All hold a childcare qualification. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Jack and Jill Nursery provides generally good nursery education where children enjoy learning through a wide range of interesting activities and make generally good progress towards the early learning goals.

Teaching is generally good but with some weak aspects. Staff do not have a clear knowledge of the six areas for learning. As a result, they do not plan a broad, balanced curriculum, they miss opportunities to promote and extend children's learning and do not use assessments of children's learning effectively. However, staff are attentive, act as positive role models and offer appropriate praise and encouragement. They make effective use of time and a wide range of resources and decorate the nursery with colourful displays, posters and children's work.

Leadership and management is generally good. The manager works with children and parents on a daily basis, staff are suitably qualified and the nursery is well resourced. Monitoring of how well the children make progress towards the six areas of learning is limited by a lack of understanding and evaluations are not used to improve the effectiveness of how the nursery operates.

Partnership with parents is generally good. Parents are kept informed about the nursery ethos and curriculum and are encouraged to become involved in their children's learning through home activity sheets.

What is being done well?

- Staff make effective use of time and resources. They decorate the nursery with colourful displays, posters and children's work and provide children with a stimulating range of resources and a good daily balance of activities, rest and physical play.
- Children are confident speakers and talk and listen well. They listen and respond to stories, songs and rhymes and older children are able to express their ideas, likes and dislikes such as what food they enjoy.
- Children use a range of every day technology in their play such as tape recorders and play tills. They use computers on a daily basis to learn simple skills such as using a mouse to answer questions in a game.
- Children enjoy a wide range of music and movement activities. They sing songs, use musical instruments, practice dance and movement and listen to music.

What needs to be improved?

- knowledge and understanding of the six areas of learning

- curriculum plans which provide clear learning intentions and link to assessments of what children can do
- opportunities for children to use different forms of writing, solve simple mathematical problems and investigate the natural world.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

Improvements have been made to help children learn to link sounds to letters. New resources, wall displays and singing activities are used to help children link sounds to letters.

Opportunities for all children to hear stories and appreciate books have been improved by adding an additional story time, purchasing additional books and improving staff support.

Information to parents has been improved through a variety of methods. Notices and a display of the six areas of learning have been arranged where parents can easily see them. Newsletters with information on planned topics are sent to parents periodically.

Number rhymes are used to help children to learn to solve simple mathematical problems, however staff do not always make full use of practical activities to support children's learning in this area.

Assessments of children's learning is being carried out, however, they are not being linked or used to inform future curriculum plans. Staff's knowledge and understanding of the six areas of learning is limited.

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SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good. Children work well in small and large groups and take turns and share fairly. Their behaviour is good and they concentrate well and sit quietly when appropriate. They are confident to try new activities, have personal independence and develop a positive attitude towards learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Communication, language and literacy is generally good. Children are confident speakers and talk and listen well. They listen and respond to stories, songs and rhymes and are able to express their likes and dislikes. They learn to recognise and links sounds to letters through a variety of practical activities and good use of displays. Opportunities for children to practice using different forms of writing, such as shopping lists in role play, are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in the area of mathematical development. They practice counting during most activities such as counting out biscuits at snack times or the number of fish in a game, and can match, sort and compare shape and size well using a wide range of interesting resources. Older and more able children do not often extend their learning by solving simple problems when measuring, matching, sorting or creating patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Progress for knowledge and understanding of the world is generally good. Children have frequent opportunities to talk about past, present and future events in their lives and learn to use simple technology and basic computer skills on a daily basis. Children learn to experiment and question why things happen through interesting food and cooking activities, however, facilities to help children investigate nature and living things are not fully utilised.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Physical development is very good. Children move confidently and easily when playing both indoors and out. They use a good range of outdoor equipment to practice their climbing, running, balancing and ball game skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's creative development is generally good. Children enjoy a wide range of music and movement activities and learn to use their senses through a variety of cooking and food activities. They enjoy role play, painting and drawing however are not well supported in their learning to help them develop their creative ideas further.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Improve knowledge and understanding of the six areas of learning
- Produce curriculum plans which provide clear learning intentions and are based on observations and assessments of what children can do
- Plan opportunities for children to use different forms of writing, solve simple mathematical problems and investigate the natural world.

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.