

Jack and Jill Nursery Limited

Inspection report for early years provision

Unique reference number	317382
Inspection date	11/08/2011
Inspector	Cathryn Parry
Setting address	15 Marlborough Gardens, Stanwix, CARLISLE, Cumbria, CA3 9NH
Telephone number	01228 530 478
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Jack and Jill Nursery Limited is privately owned and managed. It was registered in 1988 and operates from the ground floor of a three storey semi-detached house. The setting is situated in the residential area of Carlisle in Cumbria. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 8am to 6pm for 50 weeks of the year.

The setting is registered to care for a maximum of 31 children under eight years at any one time. Of these not more than 28 may be in the early years age group and of these not more than 12 may be under two years at any one time. The setting also offers care to children aged eight years to 14 years. There are currently 27 children on roll, all of whom are in the early years age group and ten receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with English as an additional language.

There are six members of staff, including the manager, who work directly with the children. Of these four hold a relevant qualification at Level 3 in early years and two hold a relevant qualification at Level 4 in Children's Care, Learning and Development. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her team of staff offer a warm and friendly welcome to all children, their parents and carers. They demonstrate a positive attitude towards providing an inclusive environment. The wide range of planned and spontaneous activities ensures that all children have good opportunities to make progress in their learning and development. Most of the children's daily routines are well organised and the way the environment is planned is mainly effective to support children's learning. The setting has developed a good relationship with an early years professional from the local authority. This forms an important part of the ongoing process to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further opportunities to enhance children's understanding that print carries meaning, with particular regard to labelling in the environment
- provide further opportunities for older and more able children to increase their independence and self-care skills during meal times.

The effectiveness of leadership and management of the early years provision

Staff have attended relevant safeguarding training and demonstrate a secure understanding of associated issues. Consequently, children are well protected. The effective recruitment procedure ensures that staff are checked with regard to their suitability, qualifications and experience in order to keep children safe. Children's safety is enhanced with regular risk assessments and thorough daily safety checks of the premises and for any outings. Children benefit from the knowledge gained by the staff who attend various training courses. New low-level storage units throughout the nursery make resources easily accessible to all children.

Equality and diversity is effectively promoted throughout all aspects of the setting. Positive relationships with parents and carers help to ensure that children's individual needs are met. This is particularly evident for those who speak English as an additional language. Staff have worked with other professionals, such as speech therapists in the past and are aware of the importance of such partnerships. The manager demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners in order to complement and extend activities. However, this input is not necessary at the moment. There are currently no children attending who access care and education in more than one setting.

The whole staff team is enthusiastic and motivated towards providing good quality care and education for children. They reflect on any training they might benefit from or any new resources they might need. Staff also gain verbal feedback from parents and carers. This enables them to effectively meet the needs of those currently attending. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

The quality and standards of the early years provision and outcomes for children

Staff plan activities imaginatively to capture children's interest and encourage progress in each of the areas of learning. Assigned key staff carefully observe children and record this to clearly show progress towards the early learning goals and inform future plans. Children are learning to value people's differences through the celebration of festivals and accessing resources, which positively reflect race, gender and disability. Consistent encouragement ensures children are developing a good knowledge of what is right and wrong. They show growing levels of independence, for instance, when using the toilet and putting their coats on to play out. However, opportunities for older and more able children to increase their independence and self-care skills during meal times have not been fully explored. Children are gaining a good understanding of the natural world, for instance, as they watch the caterpillars develop into butterflies.

Babies interest is encouraged through a variety of manmade and natural resources. Children's self-esteem and sense of belonging are encouraged as their artwork is widely displayed on the nursery walls. A variety of creative activities promote their self-expression whilst having fun. The selection of books made available to children and visits from the mobile library nurture children's enjoyment of the written word. However, the labelling of resources has not been fully developed to give them further opportunities to develop the concept that print carries meaning. A range of matching, sorting and sequencing activities effectively promote children's problem solving, reasoning and numeracy skills. They develop their skills for the future as they access interactive resources and the lap top computer.

Children's knowledge about personal safety is encouraged through visits from the fire brigade and police, road safety activities and regular fire drill practices. They are encouraged to enjoy healthy snacks and meals, which are freshly prepared each day in the nursery kitchen. Children are developing good lifestyle habits as they plant, nurture and harvest their own fruit and vegetables, including peas, potatoes and tomatoes. They develop and test their physical skills through stimulating daily indoor and outdoor experiences. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. This is further promoted through appropriate discussions and the use of effective visual reminders, for example, action pictures for hand washing are in the bathroom.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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