

# Jack and Jill Pre-School

Old Home Farm, Brimstage Road, Higher Bebington, WIRRAL, Merseyside, CH63 6HD

## Inspection date

Previous inspection date

16/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Every staff member has high expectations for children. They provide interesting and challenging experiences that meet the needs of all children.
- Children are happy, interested and keen learners, who display characteristics of effective learning. They collaborate with one another in different ways during activities.
- Staff engage well with parents and share information, so that they can support their children's learning at home.
- Staff support children's growing independence by allowing children to do things for themselves. They do this by providing opportunities for children to wash their own hands and serve themselves during mealtimes.
- The manager and staff team work well together, each staff member has regular performance management meetings and clear training plans. This inspires them to improve their knowledge, understanding and practice.

### It is not yet outstanding because

- There are some periods of the day where the organisation of the activities are too adult-led and this does not fully reflect the interests or needs of all children involved.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector looked at and discussed children's assessment records and planning documentation with staff.
- The inspector met with the manager and owner of the setting as well as engaging in discussions throughout the inspection.
- The inspector completed a joint observation with the owner of the setting.
- The inspector observed staff and children in all the play areas and outdoors.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Andrea McGanity

## Full Report

### Information about the setting

Jack and Jill Day Nursery was registered in 2009 with the new pre-school annexe registered in 2012. It is one of three settings owned and managed by Wirral Nurseries Limited. The pre-school annexe operates from converted building situated in the Higher Bebington area of the Wirral. All children share access to a secure outdoor play area.

The pre-school is open Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions.

There are currently 19 children on roll. The pre-school is registered on the Early Years Register.

The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above and one holds BA (Honours) and Early Years Professional Status. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school receives support from the local early years team and a foundation consultant.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- review the routine of the day by improving the organisation and length of activities to ensure the focus is helping children lead their own play more.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff plan a wide range of activities, both indoors and outside, that interest the children and support their learning effectively. They regularly observe the children at play and use this information to plan activities that build on what they already know and can do across the seven areas of learning. They benefit from a generally good mix of child-initiated play and adult-led activities. However, at times children's free play is disrupted as they are brought together. For example, at circle time, they are all encouraged to join in. This is difficult for staff to engage all children equally and some of them become unsettled as the sessions last slightly too long. Despite this, children are confident to explore their environment and are developing good levels of independence in their learning.

Staff are very good role models and create a calm play environment where children enjoy exploring and using resources in different ways. Staff have high expectations of the children and skilfully question them to encourage them to work things out for themselves. For example, they look for worms outside and describe what they feel when they touch them. This enables children to use a wider vocabulary. Children demonstrate an emerging understanding of numeracy as they talk about how long the worms are and how many they collect. They also examine musical instruments from different parts of the world and listen to the sounds that they make. Consequently, children become curious, independent learners. Children are given regular opportunities to look at books and enjoy the mark-making area. They become excited when a staff member shows the children some

envelopes, which she has brought in for them to use. They set about writing letters and sharing with each other what they are writing. Children's literacy skills are, therefore, developing in line with expectations and their speaking and understanding is very good.

Staff know their key children well, they observe and note what they can do, identify the next steps in their learning and provide a range of activities, which enable them to build on these skills. They assess children's progress on a regular basis and records of assessments are kept and shared with parents. Parents are kept well informed of their children's progress through their development file going home regularly, which provides a two-way communication. Parents are encouraged to add to and view their child's file, meaning that they can become involved in their child's learning.

### **The contribution of the early years provision to the well-being of children**

The nursery is well-resourced and provides a very safe and welcoming environment for children and parents. Staff keep the environment safe and secure for children by completing robust measures, such as risk assessments and daily safety checks. Children are self-confident and engage fully in the activities on offer. A well-established key person system helps children form secure attachments and promotes their well-being and independence. They are sensitively supported by the staff. Children are encouraged to engage in conversation with one another as they play. Good systems are implemented well to ensure a smooth transition for children from the setting to school. This includes their prospective teacher visiting the children in the setting and using photographs of the schools, which they are going to.

Children's good health is promoted effectively. Staff prepare healthy menus with food that children like to eat. Children eat fresh fruit and vegetables everyday and have access to water throughout the day. Children access the outdoors daily or take part in yoga sessions, which helps to develop their co-ordination skills and their self-confidence. Children are encouraged to be independent and are beginning to manage their own self-care. For example, they put their own coat and wellingtons on and carefully wash their hands to limit the spread of infection.

Children's behaviour is very good. Staff are skilled at using distraction techniques if children are starting to display unwanted behaviour and the possible consequences of their actions are clearly explained to them. This helps the children to manage their feelings and feel secure in their play. The staff use everyday opportunities to teach children how to keep themselves safe, which are developmentally appropriate. For example, when moving from one room to the other, children are reminded about not running between the rooms in case they fall, which reinforces their developing understanding of safety issues.

### **The effectiveness of the leadership and management of the early years provision**

All staff have a secure understanding about safeguarding children and clear procedures are in place should a concern arise. These are well documented in a comprehensive policy and all staff keep up-to-date through attending appropriate training courses. Suitable checks are carried out before staff are employed. The manager is pro-active in developing partnerships with other agencies in the local area, including other settings, which children attend.

Staff development is a high priority. The management team encourages and promotes ongoing training for all staff. Regular performance management meetings help to identify training and development needs. There are good systems in place for monitoring and evaluating the educational programmes and overall provision for children. Staff regularly meet to discuss the effectiveness of the planning and assessment systems in meeting children's individual needs. The staff and management team works closely with the local authority foundation consultant and external trainers to review and improve their practices.

The manager and staff self-evaluate their practice, which highlights strengths and weaknesses in the nursery provision. Once weaknesses have been identified, staff then develop actions to undertake, which will bring about continued improvements. This is discussed at the monthly staff meetings where good practice is shared. At the meeting they also evaluate a policy each month to ensure that all staff understand and consistently implement the policies and procedures of the nursery.

Staff share purposeful and strong working relationships with parents. Parents' views are sought through a variety of ways, such as questionnaires, suggestion box and daily discussions. Parents express a high level of satisfaction with the care and activities that are offered.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY446661
<b>Local authority</b>	Wirral
<b>Inspection number</b>	794920
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Wirral Nurseries Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 342 6666

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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