

Jack and Jill Day Nursery

Seacombe Family Centre, St. Pauls Road, Wallasey, Merseyside, CH44 7AN

Inspection date	08/11/2012
Previous inspection date	01/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The educational programmes have depth and breadth and staff demonstrate a secure knowledge of how to support children. Consequently, children show an enthusiasm for learning throughout their play.
- The excellent partnership working with other professionals and services means children's unique needs are met extremely well and that no child gets left behind.
- The good engagement of parents and an effective key person system ensures that attentive care is provided. This means that children are supported well and feel safe, secure and confident.
- Children are effectively protected through the safe management of the premises and well-embedded safety procedures.

It is not yet outstanding because

- Children cannot independently access the full range of information and communication technology equipment, such as the digital cameras.
- On some occasions staff do not always allow children sufficient time to answer questions or explore how things work at their own pace.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms, the outside learning environment and viewed equipment being used on the day of the inspection.
Prior to visiting, the inspector viewed the provider's self-evaluation and took into account information received by Ofsted from a parent. During the inspection the inspector also took account of the views of children and two parents spoken to on the day.
- During the inspection, the inspector viewed children's assessment and planning records. Regulatory documentation regarding adults' suitability, children's details, information and responses regarding any complaints and concerns received, risk assessments and safety procedures were also viewed.
- The inspector held meetings with the owners and the acting manager and deputy manager, as well as holding discussions with members of staff.

Inspector

Frank Kelly

Full Report

Information about the setting

Jack and Jill Day Nursery is a neighbourhood nursery and one of three settings owned by Wirral Nurseries Limited. It was registered in 2004 and operates from designated rooms and areas within Seacombe Children's Centre, Wallasey, on the Wirral. It operates nursery provision and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is not currently operating a service for children over five. The setting serves the local area. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday throughout the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 90 children on roll. All of these are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and 3. Three members of staff hold Early Years Professional Status. Three other members of staff are working towards a qualification. The setting is supported by the local early years team and an advisory teacher.

What the setting needs to do to improve further

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

- enhance children's understanding of the world by extending opportunities for them to explore and operate information and communication technology equipment, such as torches or karaoke machines, and to become familiar with other devices, for instance digital cameras or the photocopier
- extend staffs' understanding of how to effectively support children's skills in problem solving and using language for thinking by ensuring that activities allow children plenty of time to talk, think and explore how things work and fit together.

Inspection judgements

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

The good practice implemented by the nursery enables all children to do well and make good progress in relation to their starting points. Teaching is rooted in a sound and secure knowledge about how children learn through play. Staff know the children very well, and the recently revised records of development reflect the requirements of the revised Early Years Foundation Stage. Children's learning is based around their access to well-resourced play areas. Staff create interest and new experiences by linking learning activities to seasonal events and themes. For example, there are stories and songs linked to autumn and creative activities, such as pumpkin and spider pictures, carried out around Halloween.

Daily reports and observations are undertaken for each child and staff use these observations well to identify the next steps in learning. These are recorded in the children's record books, which are taken home daily and parents are encouraged to add their comments. Weekly adult-led activities are planned by the children's key persons, with specific challenges identified for each child. Staff in all rooms confidently use the Developmental Matters guidance document as a base for their planning and assessment of children's needs and progress. A system for creating a regular summative assessment is in place, and the setting is currently establishing a two year developmental check that is agreed with parents.

Children make good progress across all seven areas of learning in this setting. The staff have created a pleasant and lively learning environment. It allows children of all ages and abilities to explore things that are of interest to them and is designed to help children build their skills. For instance, the children in the pre-school room help themselves to a wide range of construction kits. They connect and build towers with a growing dexterity and confidently talk about the colours they have used. They count and compare the numbers of bricks they each have used, ably supported by staff. Within the baby room, those children who are mobile are busy, filling star shapes in the sand and scrubbing and dabbing the crayons across large sheets of paper on the floor. They clamber up the mini staircase to slide down the slide. These activities encourage the very youngest children to develop their larger muscles and mobility skills in fun and pleasurable ways, while also learning to grasp and coordinate their hand movements. Children in the toddler room are supported to use simple tools, such as scissors, and the warmth of staffs' interactions means they are able to express their creativity in many ways. For example, they delight in the praise received when they make a 'crown' out of interconnecting stars.

Staff throughout the setting encourage children to talk and support their critical thinking. For instance, they ensure there is a complexity of materials, such as three dimensional shaped puzzles to challenge the older children's thinking. They talk to the children about numbers and encourage them to undertake simple calculations. However, occasionally they do not always give children sufficient time to fully explore, experiment or answer. For example, when playing hopscotch they ask children to identify a number but do not allow the children to answer before saying 'its six'. In addition, when younger children try to fit the train track together, staff are sometimes too quick to help, which lessens children's chance of fully exploring the problem and working it out for themselves. Nevertheless, on

most occasions staff successfully help children to think and extend their learning. They ask what's next when reading favourite stories or when talking about the weather and day of the week. They suggest the children look through the window and encourage them to describe what they see. As a result, children use new vocabulary, such as 'cloudy'.

Good language and communication skills are promoted with all children; from the very youngest to the oldest child attending. Staff 'coo' and pull faces to babies and clap and sing songs with the toddlers to help them explore meaning and the sounds of words. They read stories to pre-school children with intonation and enthusiasm as they recite the rhyming text of familiar tales during circle time. Throughout the day all children look at and enjoy sharing books with a member of staff, either at the table and on the comfy sofas in each room. Consequently, children are eager communicators and they use their language well to describe what they see. For example, they observe a seagull flying over the garden and tell staff, 'It's a giant eagle'. They enjoy emulating the adult role as they gleefully 'read' the story of 'The hairy toe' to their friends. A range of information and communication technology is in place within the setting. However, some items, such as the digital cameras are not stored in a way that allows children to access these independently. This hinders children in learning to use and explore how technology works. Outings on the ferry allow children to observe technology within their wider environment.

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

Relationships are strong for all children as staff successfully ensure that bonds are formed so that children feel safe and enjoy their time at nursery. The children are confident to explore their environment and express their needs and wishes, such as where and what they play with. For example, children in pre-school express a desire to paint after they have finished their lunch and babies and toddlers enjoy support to build with blocks or dress the doll. The good organisation of the staff team, their deployment and the key person system effectively underpin the success of this. Lunch times are relaxed and sociable times, with staff having realistic expectations about what children can do and allowing them to contribute to setting up and preparing for meals and snacks when they are able.

Staff follow good hygiene procedures which children observe and are encouraged to follow. They independently strike up discussions about germs, how they cause a sore tummy and the importance of washing their hands. Children are provided with regular drinks throughout the day, with older children competently helping themselves to water from the tap at the low level sink. The staff ensure that all children access the outdoor area at differing times during the day so that they gain fresh air and can stretch their muscles and be active. Weekly activity groups for Yoga and Physical education provide additional opportunities for children to learn about their bodies. Outside older children clatter along on the balancing cups; they are confident and eager to try such activities even when they tumble. Early walkers enjoy going out to run and explore the sticks and puddles they find. Toddlers are confident to ask staff about going out to play and staff support them to dress in preparation. Once out they chase balls, climb the slide steps and

ride in the car.

Children are busy and engaged at this setting, consequently, they are well behaved and demonstrate respect and tolerance for each other. Staff are polite and provide positive examples so that children learn about appropriate ways to behave and how they should interact and care for their peers. Dressing as a pirate and other fund raising events, such as those for 'Children in Need', supports the children in understanding important concepts, such as citizenship. The setting demonstrates good inclusive practice. Welcome signs and other notices throughout the setting are displayed in a number of scripts and languages. Dual language books, pictures, posters, dolls and other resources reflect the wider diversity of today's world. Planned activities, such as making 'Diva' lamps for the Hindu celebration of Diwali, extend the opportunities for children to explore the customs and beliefs of their own and other people. Information about children's unique needs is obtained and used to plan care, such as dietary, health and cultural needs. The owners' commitment to supporting children with special educational needs and/or disabilities is first-class. This is evident in the excellent ways that the setting is working collaboratively with others. The plans and strategies in place are robust and follow the local guidelines. The setting works closely with parents and other services. Systems for transitions, through to nursery and onto school, support children very well and engage parents effectively. This is supporting children so they are fully prepared for their next stage in their learning.

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

The owners of the setting demonstrate a good understanding of the requirements of the Early Years Foundation Stage. They have regular meetings with the managers of the setting to monitor the learning programmes and identify support and training for staff. In preparation for the recent changes to the learning and development requirements a training workshop was commissioned to help prepare staff for the changes. Consequently, the staff are fully familiar with the prime and specific areas of learning and confident in the ways they should plan for children's progress and learning.

Children are kept safe and secure as all regulatory policies and procedures are in place, and the premises are well-organised, maintained and secure. Safety procedures are clearly displayed throughout the setting, and staff ensure that children are kept safe through constant supervision and the key pad security systems which prevent uninvited persons entering the premises. Risk assessments are in place and the staff undertake regular checks throughout the day. They take action to clear potential hazards, such as sand on the floor, as they go about their daily routines. Fire safety and servicing is undertaken by Children Centre staff and the owners are considering ways they can develop their own monitoring systems to compliment this.

Deployment of staff is effective as the setting employs a staff team that is over and above the minimum requirements. This means that contingency cover for emergencies are already in place and children remain feeling secure as they are cared for by familiar and trusted adults. It also allows managers to undertake their duties and support and monitor

staff. Recommendations from the last inspection have been fully addressed, for example, policies have been updated and the arrangements for the planning and assessment of children's learning have been very securely embedded. The latter improving the play and learning experiences for the children, enabling them to develop their curiosity and eagerness for learning.

A detailed induction system and regular supervision ensures that staff have a sound and secure understanding of the procedures to follow across all aspects of the nursery. They undertake specific training regarding safeguarding children and the steps to take should they suspect a child is being harmed or abused. There is a full safeguarding children policy that provides the staff with clear pathways to follow should they have concerns about a child in their care. Robust recruitment and selection procedures ensure that adults are of suitable character and have the skills desired to care for children.

Formal self-evaluation is in place and overall is accurate. There are key areas for development and the views of parents and children are regularly engaged in the process. There is a comprehensive range of information made available to parents through printed documents and displays about the learning programme. Daily exchanges, and parent evenings provide additional opportunities for information to be exchanged.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY283225
Local authority	Wirral
Inspection number	890786
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	90
Name of provider	Wirral Nurseries Limited
Date of previous inspection	01/03/2010
Telephone number	0151 638 2815 or 0151 638 2815

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a

copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

