

Jack and Jill Nursery

5 Tree Works, Bakers Lane, West Hanningfield, CHELMSFORD, CM2 8LD

Inspection date

Previous inspection date

26/11/2012

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	1
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

- Children confidently settle into the nursery routines. They make excellent relationships with their key persons and each other.
- Partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions in and out of the setting are exceptionally well organised to promote continuity of care and learning.
- Planning is based on children's interests to effectively promote their learning and development.
- Extremely successful strategies engage the parents in their children's learning. For example, weekly messy play mornings are offered for parents to join and enjoy with their children.

It is not yet outstanding because

- The provision of fun and exciting activities is not consistent throughout the nursery as the room for children aged one year to two years is not as inviting and inspirational as others.
- There is a lack of cosy quiet spaces for children in the toddler room and resources are not easily accessible for self-selection.

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 all rooms and the outdoor learning environment.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of two parents/carers spoken to on the day of inspection.
- The inspector held meetings with the provider/manager of the provision and spoke to staff and children.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

Jack and Jill Day Nursery is run by Jack and Jill Day Nursery (Essex) Limited. It was established in 1999 and re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery and out of school club operate from six rooms in a converted unit on the outskirts of Galleywood, Essex. The

setting serves the local and surrounding areas and is accessible to all children.

The setting employs 34 members of childcare staff. Of these, 29 hold appropriate early years qualifications from level 2 to level 6. One member of staff has Early Years Professional Status. The setting opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 89 children attending who are within the early years age range. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- create inviting areas, such as a snug den and cosy spaces in which one and two year old children can interact, and review the presentation of resources to encourage young children to self-select
- encourage children aged one year to two years to engage in a wider range of activities, using all their senses, to explore and investigate a selection of natural and made objects and materials.

Inspection judgements

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

The nursery is bright and welcoming. Children's creativity is valued through well-presented displays which reflect the importance of recognising numerals and understanding that words convey meaning. Children paint self-portraits and proudly point out theirs.

The playrooms and outdoor area provide children with stimulating environments where interesting toys and play materials support and strongly encourage independence skills. There are designated areas for learning and cosy, sensory rest spaces. Resources are easily accessible and enable children to select toys and equipment from open shelving. However, this is not consistent throughout the nursery as the toddler room is not as inspiring as other rooms and lacks meaningful displays, cosy dens and quiet spaces for the younger child. Resources are not as easily accessible so children in this room are less able

to self-select and initiate their own play. There are limited opportunities for children to explore and investigate natural materials and everyday household items.

The staff team have a sound knowledge of the Early Years Foundation Stage and make good use of the document 'Development Matters in the Early Years Foundation Stage' to assess children's progress. Staff have high expectations of children, and have a good understanding of children's different learning styles. For example, some children prefer physical activities and games and this is supported well in the outdoor play areas. Good provision is made for children who require additional support. For example, there is appropriate support for children who speak English as an additional language and those who find learning more difficult. Text is displayed throughout the nursery in many languages and children are beginning to understand this has meaning.

Overall, the staff are skilful in the way in which they use adult-led and child-initiated activities to encourage children who show high levels of energy and fascination to become active learners. However, although staff are extremely attentive and caring the toddlers do not always have suitably challenging and engaging activities and opportunities to extend learning and encourage creative thinking.

Effective observations and assessments ensure that children's achievements are monitored across the prime and specific areas of learning. For example, the manager regularly monitors children's progress by reviewing the learning journals. Training and support is also regularly offered to all staff and includes exclusive time out of the playrooms to plan for the children's learning. All children have a learning journal which provides clear evidence of how children are developing. These detail the children's next steps in learning and are shared with parents.

An established key person system is effective and enables staff to work closely with parents and carers to complete initial assessments and keep continuous observations of children at play. Older children make very good progress as they gain listening skills; they capably follow instructions and become confident communicators. For example, they relish story time. This is often interactive, where children are encouraged to listen to the story and predict what may happen next. They confidently speak in a group and are eager to tell staff how they want the story to end. Children borrow books from the nursery so that they can share their favourite stories with their families. They feel grown up having a reading bag and this is another good opportunity to link children's interests within the nursery to their homes. There are plenty of opportunities for children to explore making marks and early writing skills with chalk, brushes and water or pens and pencils. Younger children thoroughly enjoy making patterns in shaving foam and have fun painting with different parts of their bodies, such as hands and feet.

Children are very interested in numbers and develop basic calculation skills. They count in twos and complete simple subtraction as they sing favourite number songs. Children have good opportunities to learn about technology as they access many resources including computers. They are able to document their time at nursery as they use the digital camera.

Partnerships with parents are exceedingly strong. Parents spoken to at the inspection

speak highly of the manager and her staff at nursery and express their complete satisfaction with every aspect of care offered. This is because parents are warmly welcomed when they arrive to collect their children and the staff always make time to talk to them and provide detailed information about their activities and care routines. The manager strives to ensure parents are fully involved in their child's learning and development. Weekly 'messy activity' mornings are organised and well attended by parents and grandparents. This offers superb opportunities for parents to learn about the importance of play and have informal discussion with regard to their children whilst having immense fun.

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

Excellent staff to child ratios and effective deployment of staff means that children are well supervised, supported and as a consequence they are happy and settled. The caring staff get to know children extremely well as they understand every child has unique needs which they meet effectively. Superb information is gathered from parents when children first attend. For example, they complete an 'Early Years Passport' and forms such as an 'introduction to self', and 'chat' forms which provide excellent information to enable staff to assist the children in the settling-in process.

Children also develop a strong sense of belonging when they see photographs of themselves, their friends and family displayed in the nursery on family tree boards. They complete life size paintings of themselves and their friends and have worked together to complete these to ensure they are accurate. A superb self-esteem chart encourages children to help one another and be kind to their friends. It enables them to think about how they would like to be treated and they are rewarded with stickers for their efforts. Effective 'emotions boards' are used so that children can express how they feel. Children are polite and understand why they need to behave responsibly. They know what to expect through familiar routines and children enthusiastically learn to take turns and share equipment. Even very young children take responsibility for tidying away and do this efficiently.

Staff regularly praise children for good behaviour and achievements, with clear explanations as to what it is they are doing well. For example, children sitting down and singing to themselves are praised for their beautiful singing. Visual images, resources and activities are woven through the nursery to help children gain respect for others and learn about the wider world. For example, many high quality displays reflect other cultures and the wider world and prompt discussion from the children about similarities and differences.

As children grow and develop they move from one base room to another successfully and without disruption. This is because the staff ensure they have all relevant information and follow a well thought out procedure for handover from the child's existing key person. The nursery has exceptionally close links with the many schools in the area. This is because staff have daily contact with schools on collection of children for the out of school club.

Teaching staff are welcomed and encouraged to visit the children at nursery. Transition is effectively managed through carefully planned activities and the provision of resources such as school uniform for dressing up, reading bags, photos and books of the schools. Children confidently move into the next phase of their education, often returning to visit the nursery when attending the out of school club.

There is a strong and clear commitment to working in partnership with other agencies and early years professionals. The manager welcomes any support from the local authority and the area Special Needs Coordinator to support children, share ideas and keep updated on the recent changes to the Early Years Foundation Stage. Partnerships when children attend more than one early years setting have developed to enhance continuity in their care and learning. 'Learning journeys' and children's development are shared, with parental consent.

Children's health is very successfully promoted through well practised routines that become good habits. For example, they join a 'toothbrush club'. Here children are encouraged to clean their teeth following lunch. Wall displays encourage children to think about the importance of foods they eat on their teeth and bodies. Children independently take responsibility for their own personal needs; however, staff are always on hand to assist as required. All staff have completed training in first aid and maintain thorough records with regard to any accidents. Children's medical needs are superbly supported. Extensive information and training, if required, is completed to ensure each child is fully supported and safeguarded.

Children have good appetites and enjoy the hot, nutritious food at lunch time. Meals are freshly prepared by the nursery cooks. Children tuck into chicken curry with rice and thoroughly enjoy banana cake for dessert. Children are encouraged to make decisions and choices at mealtimes as they serve themselves and pour their own drinks. No child is rushed and all are able to complete their meal at their own pace. Parents get to see the menu as this is displayed for them and detailed in the children's day book. All staff are knowledgeable about any dietary requirements and children are successfully and discreetly catered for.

All the children know the daily routine so they settle quickly when they are offered relaxing opportunities to rest or sleep after lunch. A separate sleep room is available for them so that they can rest undisturbed whilst closely monitored by staff. Children bring familiar comforters from home which help to ensure they can rest peacefully.

Staff effectively help children understand about their own safety. For example, they discreetly remind children not to carry chairs. They are also reminded to carefully steer and manoeuvre their bicycles outdoors so that they do not bump into one another. However children demonstrate a good sense of spatial awareness. Children safely use a range of tools such as scissors and knives and learn how to handle these responsibly.

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

The leadership and management team have a very secure understanding of the learning and development requirements and safeguarding requirements of the Early Years Foundation Stage. The manager 'oozes' enthusiasm and strives for excellence. Staff have a comprehensive knowledge, and are fully aware of their responsibilities with regard to safeguarding children, which in turn keeps children very safe and well protected. Children's safety is rigorously monitored as risk assessments are completed for all areas of the nursery and out of school club. This includes risk assessments for transporting children and outings outside of the nursery to minimise potential hazards.

There are robust recruitment procedures in place and all staff have completed the necessary background checks through the Criminal Records Bureau to confirm that they are suitable to work with children. The manager has high expectations of her staff to ensure a quality provision is offered and continuous improvements are made. Ongoing appraisals, staff meetings and training opportunities support staff in their personal and professional development.

The nursery promotes excellent relationships with parents. A wealth of information about how the nursery operates is available by way of a detailed welcome pack, regular newsletters, and comprehensive displays. This ensures that parents are fully informed about how the nursery meets the requirements of the Early Years Foundation Stage.

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	EY452430
Local authority	Essex
Inspection number	892331
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	89
Name of provider	Jack and Jill Day Nursery (Essex) Limited
Date of previous inspection	Not applicable
Telephone number	01277841424

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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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Store St
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