

Jack and Jill Day Nursery & Pre School

Jack & Jill Day Nursery, 14 Shrewsbury Road, PRENTON, Merseyside, CH43 1UX

Inspection date	26/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	Not Applicable	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

- The provision of stimulating indoor and outdoor learning environments effectively engages all children in their learning and supports their individual progress
- The key person system enhances the relationship with children and their families. Children develop secure trusting relationships with their key person and other nursery staff.
- Children are happy and enthusiastic; they demonstrate exemplary behaviour and strong self-assurance.
- Staff are fully committed in developing purposeful partnerships with parents and other professionals.
- The extensive range of activities and opportunities are organised to promote children's understanding of a healthy life style.

It is not yet outstanding because

- There are inconsistencies in the monitoring and evaluation of the planning systems which means that challenging learning experiences for each child are not always identified and planned for.

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 observed activities in each playroom, the three outdoor play areas and viewed the indoor soft play room and sand room.
- The inspector held a meeting with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.
- A joint observation was carried out by the manager and the inspector.

Inspector

Jean Thomas

Full Report

Information about the setting

Jack and Jill Nursery and Pre-School was registered in 1998 and re-registered in 2012 on the Early Years Register. It is one of four nurseries owned and managed by Wirral Nurseries Limited. It operates from two adjacent properties in the Prenton area of Wirral. The children are cared for over two floors, there is no lift access. There are fully enclosed areas available for outdoor play.

The nursery employs 25 members of child care staff. Of these, 20 hold appropriate early years qualifications level at 2 or 3. Two staff have Early Years Professional Status, one of whom has Qualified Teacher Status. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. Children attend for a variety of sessions. There are currently 129 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- improve the monitoring and evaluation of the planning systems to make sure they effectively support the high expectations for children's achievements.

Inspection judgements

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

Staff have a good knowledge of the revised Early Years Foundation Stage framework. They effectively use this knowledge to support children to make good progress in their learning and development. The use of effective teaching techniques significantly contributes to children's learning and development, with the focus being on children learning through play. The well planned indoor and outdoor learning environments and the accessibility of resources in these areas successfully engages children in learning. For example, a quiet area has been created for the pre-school children where they can focus on specific activities without the distractions within the lively playroom. Children have good opportunities to follow their interest and determine the direction of their play as they freely select the equipment and play materials of their choice. Consequently, from an early age children demonstrate deepening levels of concentration because their interest is sustained. The continuous provision of resources further enhances children's learning as they can pursue activities in a relaxed, unhurried manner and revisit these to practise skills. Staff embrace outdoor learning in the knowledge that for some children this is the preferred learning area. The outdoor classroom provides excellent opportunities for learning with the continuous provision of resources. Outside children pursue role play, sit on the comfortable seating to share books, concentrate on mark making and use magnifying glasses to hunt for bugs. The staff's recognition of different learning styles and

planning for these greatly contributes to children being equipped with firm foundations to develop skills for future learning. Key persons skilfully support children's smooth transition as they progress through the nursery and onto school.

Effective systems are in place for partnership working with parents to promote continuity in care and learning. The settling-in procedures enable children, parents and key persons to get to know each other. Information gathered during these visits is used by the key person to inform the children's initial assessment. Parents are kept very well informed about their children's learning and development. On a daily basis they receive information about their children's day and the areas of learning that have been promoted through their play choices and activities. This information is in addition to the children's 'next steps' planning which parents also receive. These systems provide guidance to parents to continue children's learning at home. Parents are encouraged to contribute to their child's development records.

Staff implement effective strategies to support children's communication and language skills. Makaton signing is used to promote all children's ability to express themselves and let their needs be known. Staff have created communication-friendly areas to support speaking and listening skills. Staff are fully aware that activities are multi-faceted in their learning outcomes. For example, children's involvement in 'Rhythm time' sessions presented by an external practitioner promotes their language skills. Older children are confident communicators. They are eager to share their ideas and ask questions. Babies delight in babbling and increasingly experiment with sounds to communicate, which is recognised and promoted well by staff. Books are strategically positioned throughout the nursery to promote children's enjoyment in reading. Labels on resources and displays help develop children's understanding that print carries meaning and there are opportunities indoors and outside for children to mark make.

Staff support younger children's learning through using their senses and provide varied sensory materials for this purpose. Nurturing children's natural curiosity and giving them opportunities to explore and investigate effectively promotes learning. Babies are attracted to the interactive toys and are guided by staff to push buttons on play phones. As children progress through the nursery they continue to develop skills in operating technology equipment. From an early age children become competent in following computer programme instructions. Children have many opportunities to be creative and express their own ideas. The children's involvement in fund raising for the lifeboat charity sparked their interest in the sea and staff respond to this. As a result, a range of sea themed activities evolved including pirate role play. The children mix ingredients to make yellow play dough and create their own designs for treasure. Mathematical concepts are reinforced in daily activities and play. Children use mathematical language without prompts from the staff. Individual children's planning supports their understanding of space and measure in meaningful ways as they measure their walking strides and height.

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

There is a highly successful and well established key person system, which contributes to children feeling safe and forming secure emotional attachments. Key persons skilfully support children's smooth transition as they progress through the nursery and onto school. Children develop an extremely strong sense of belonging at the nursery and are enthusiastic in play. Children openly express their feelings of enjoyment and pleasure in play. For example, saying 'I love playing in here' as they explore the sand.

Staff are exemplary role models for children's behaviour. They are realistic, sensitive and consistent in their approach to managing behaviour. The children are exceptionally well behaved and thoughtful. Children are inclusive with each other, showing politeness, friendship and tolerance during activities. They learn to negotiate and to manage their own emotions. Children take responsibility towards their environment. For example, babies help staff to prepare for an activity and put away resources after use. From an early age children are involved in establishing the rules for acceptable behaviour. These rules are displayed alongside the children's own written and mark making signs to show their involvement and ownership in formulating these.

Staff's expertise in physical development is highly effectively used to plan activities to support children's understanding of a healthy life style and enjoyment in being active. All children benefit from outdoor activities each day and 'all weather' clothes are provided for this purpose. The outdoor environment offers children the space for children to be exuberant in their movements. The sloping features of the grassed area and the range of large equipment present challenges for children to experiment in different ways of moving. They gain confidence and enjoy this area safely. The outdoor areas are organised to enable younger children to explore and play safely and freely. Children experience a wealth of activities to engage their interest in being active and moving their bodies in different ways, including yoga and walks in the community.

Children benefit from a balanced and nutritional diet. The menu is evaluated on a daily basis, by staff and children, and informs future planning. Dietary requirements are fully met and children's preferences are respected. From a young age they independently serve their own meals. This gives children the opportunity to decide for themselves what they want to eat and the amount they want to eat. An alternative meal is provided for children who have not eaten from the main menu. This is to make sure their bodily needs are fully met in having sufficient amount of food to sustain them during their busy day at nursery. The nursery's vegetable patch and fruit trees provide excellent opportunities to trigger children's interest in healthy eating. The children are involved in growing vegetables from seed and they take responsibility to care for the plants. When the fruit and vegetables are ready for picking the children help to prepare them before eating. The nursery has been awarded the highest grading in the National Food Hygiene rating by the Department of Environmental Health.

The highest priority is given to ensuring children's safety and in effectively developing children's understanding of how to keep themselves safe. There are high level security systems in place which ensure unauthorised persons cannot access the premises. Staff follow the nursery's safety procedures when taking children on outings, including undertaking risk assessments. Children wear high visibility jackets. They learn why they wear these jackets and demonstrate their knowledge of road safety procedures. Children

from an early age are highly competent in independently attending to their self-care needs, for example, they wash their hands at appropriate times without any prompting from staff. The pictorial displays above the wash hand basins provide effective guidance to the children on how to complete the task properly. The children learn to dispose of the paper hand drying towels appropriately. Children remove their shoes after playing outside knowing they do not want to make their indoor play areas dirty.

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

The provider and management team demonstrate a strong commitment to developing practice and striving for improvement. The ethos is to continually reflect on practice to bring about improvement with a focus on training to help achieve this. Parents express their great satisfaction with the provision and the progress their children are making. There are many events planned to involve parents in the nursery life. For example, they are invited to talk to the children about their role and the things they do in their work. This broadens children's understanding of the work and effectively challenges their thinking of stereotypical gender roles. Parent's views were recently sought on the document format to implement for the children's two year progress check. Effective partnerships with other professionals, such as the speech and language therapist and French teacher significantly impacts on children's learning and development.

Observation, assessment, planning and tracking processes are in place to support children's progress across the seven areas of learning towards the early learning goals. Systems are in place to monitor the quality of the assessments and planning. However, on a few occasions the planning lacks challenge to reflect the high expectations staff have for children's progress.

Children are safeguarded through the staff's good knowledge of child protection issues and of the procedures to follow to protect children from harm. The designated safeguarding officer has attended training to provide leadership in this field. Staff complete training and regular questionnaires to enable management to monitor and audit their knowledge. The company's recruitment procedures ensure that staff are suitable to work with children. Legally required records for children's welfare are accurately maintained.

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.
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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	EY447931
Local authority	Wirral
Inspection number	803550
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	82
Number of children on roll	129
Name of provider	Wirral Nurseries Limited
Date of previous inspection	Not applicable

Telephone number 01516510501

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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