

# Jack and Jill Nursery

53 Millfield Road, Bromsgrove, Worcestershire, B61 7BT

## Inspection date

06/12/2012

Previous inspection date

30/10/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

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 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are able to access activities and resources which are age appropriate and cover all areas of learning. An effective key person system provides children with security and stability and they are well-supported when they first start, to help them to settle well.
- Children are appropriately prepared for the next stage in their learning because secure partnerships have been forged with the local schools and teachers visit the nursery and observe the children in a familiar environment.
- Staff's sound knowledge of safeguarding policies and procedures ensures that children are protected when in the nursery.

### It is not yet good because

- Observation and assessment is not fully embedded to enable staff to recognise and plan for children's next steps, in order to ensure that they make good progress in their learning and development.
- The management team do not regularly monitor staff practice to ensure that that they extend activities appropriately to fully enhance children's learning and development.
- Children are not always able to reflect on activities they have taken part in or develop a feeling of ownership, as learning journeys and photographs are not readily accessible to them.

## 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 children in all areas.  
The inspector looked at children's records, planning, assessments, evidence of suitability of practitioners working within the setting, parents' questionnaires and other required documentation.
- The inspector held ongoing discussions with the registered provider and the deputy manager.

## Inspector

Becky Johnson

## Full Report

### Information about the setting

Jack and Jill nursery opened in 1991. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained part of the owner's home, close to Bromsgrove town centre. The nursery serves the local area and is accessible to all children. It operates from one main playroom and there is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, four hold appropriate early

years qualifications. The nursery opens Monday to Friday all year round except for one week at Christmas and bank holidays. Sessions are from 7.45am until 5.45pm Monday to Thursday, and 7.45am until 5pm on Fridays. Children are able to attend for a variety of sessions. The setting also offers care to children aged over five years to eight years before and after school. There are currently 25 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop and embed methods of observation and assessment to identify the next steps in children's learning and development. Link these to the planning of the educational programmes so that children are provided with challenging experiences and make good progress given their starting points and capabilities.

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

- foster a system of reflective practice and regular monitoring to ensure that all staff extend activities and support children to reach their full potential
- provide children with opportunities to look at photographs and learning journeys in order for them to develop a sense of ownership and the ability to re-visit past experiences.

### **Inspection judgements**

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

Children enjoy themselves in this small, friendly setting where they happily play with the range of toys available. Staff are caring and supportive and children form secure relationships with them. Although some planning and observations are in place, they are still very much in their infancy and are not used effectively to recognise the next steps in children's learning and development. This does not ensure that activities are closely matched to children's individual learning needs or that children make best progress in line with their starting points and capabilities. Weekly diary books are used as a two-way method of communication to involve parents in their child's learning. Staff record what children have done during the week, including some photographic evidence, and send the diaries home at the weekend. However, this system is not altogether effective because sometimes, when children want to look at their diaries and talk about the photographs of

themselves taking part in activities, they are not always able to do so because the books are not at nursery. Furthermore, nursery photographs are stored on high shelves which children are unable to access. As a result, they are not able to re-visit or take ownership of past experiences.

Children make good relationships both with staff and their peers and they play happily alongside each other, which helps to support their readiness for school. Older children shout and wave to their friends when they arrive and rush excitedly to them to give them a hug before urging them to join in their play. They especially enjoy the time they spend in the role play area where they develop their imaginative skills. They dress up as characters from fairy tales, wrap babies in blankets before placing them in prams and make numerous cups of tea for willing staff to drink after checking whether they take sugar and milk and blowing it so that it is not too hot. Children are developing an interest in books. They sit happily in the quiet area looking at pictures and turning the pages, then listen carefully as staff read stories to them encouraging them to repeat familiar phrases. Singing time is a firm favourite as children join in loudly, shouting for their favourite songs and joining in the actions, laughing as they imitate mummies chattering on the bus or Santa sneezing when he gets stuck up the chimney.

Children build and construct using a variety of toys. They look at plans and pictures of what they are going to make before selecting the pieces they need and asking staff to help them. However, when the structure becomes too tall and wobbly staff fail to extend the activity or encourage children to solve problems about how to make it secure. Children take part in messy play experiences. They paint Christmas pictures using stencils and clap their hands excitedly as they remove the stencil to see the picture beneath. However, opportunities are missed to promote mark-making skills as staff write children's names on their pictures instead of encouraging them to try to do it themselves. Children's physical development is fostered as they learn to ride bikes and scooters, climb and swing and use the digging area to find hidden treasure. Children learn about the wider world and how to care for the creatures that live in it. They help to feed the guinea pig and the hamster and learn that they need food and water to keep them alive. They have visits from the police and fire services where they try on mini uniforms and pretend to be fire-fighters.

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

An effective key person system helps children to form relationships and ensures that they are safe and secure in their surroundings. Children and parents are aware of who their key person is as children place their photograph beneath their key person's photograph when they arrive. This helps to give them a sense of belonging. Staff are very supportive of children who are new or unsure. Time is given to help them to settle and parents are encouraged to spend as much time as their child needs to feel happy and secure before leaving them. Staff obtain information from parents about their child's individual routines and preferences before they start. If children are timid about joining in, they ensure that their favourite toys are put out and spend time with them encouraging them to participate.

Children learn about healthy eating as they enjoy home cooked meals, such as sausage

casserole, roast chicken and pasta and meatballs with garlic bread. They help themselves to snacks of raw peppers, carrots and a variety of fruit and are encouraged to drink water, which is dispensed from a monkey-shaped water dispenser. They learn about healthy eating as they plant and grow carrots, potatoes, pumpkins, beans, tomatoes, onions and parsnips in their vegetable patch. Meal and snack times are social occasions where children and staff sit together and chat. Behaviour is managed well and children learn to share and take turns.

The premises are safe and secure. Resources are labelled with words and photographs and are stored to enable children to safely and easily make choices about what they want to play with. Children learn about safety as they play and remind their peers about using equipment safely. For example, when cutting with the scissors they remind each other to sit down and not hold them in the air. Children are well prepared for their transitions as the setting has developed close links with the local school. They visit the school to watch plays and a teacher from the school visits children in their familiar nursery environment. As the nursery backs onto the school the provider has put up a trellis fence and blocks for children to stand on. This enables them to see children in the playground or talk to their siblings. This ensures that the transition period from nursery to school is less daunting.

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

Children are well safeguarded as staff have a good knowledge of their roles and responsibilities in protecting the children in their care. The premises are safe and secure and systems such as in-depth risk assessments are in place to identify and minimise any potential hazards. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals are used to identify most areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training. The provider is very hands-on and caring, and her enjoyment of working with the children is evident. Partnerships with parents are good and information is shared with them daily. Parents are happy with the setting and comments received are positive. They say that the setting is homely and friendly, they receive good support from key persons and it is nice to have animals for the children to learn to care for. Parents are welcome in the setting and their expertise is valued.

There is a system in place to review and reflect on practice and action plans are used to identify and act on areas for improvement. However, staff are not monitored to ensure that they regularly complete children's observations and assessments or that they extend activities to fully promote children's learning and ensure that no child gets left behind. Equality of opportunity is promoted and all children are welcome in the setting. Resources and experiences such as the celebration of festivals promote positive images of diversity and helps children to learn about the wider world and value differences.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	205172
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	890633
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	15
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Pauline Everlyn Hawkins
<b>Date of previous inspection</b>	30/10/2009
<b>Telephone number</b>	01527 832701

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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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