

Jack and Jill's Day Nursery

Buncefield Lane, Woodlane End, Hemel Hempstead, Herts, HP2 7HY

Inspection date	07/01/2013
Previous inspection date	05/11/2008

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
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

- Children display high levels of confidence and self-esteem as their choices and ideas are valued by practitioners.
- The children make good progress in their learning and development as a result of the provision of a wide range of stimulating and challenging activities.
- The indoor and outdoor child-focused learning environment provides interesting and stimulating activities that engage children and builds on their interests. This is complemented by good interaction from staff.
- Practitioners regularly monitor and evaluate their early years provision to ensure that the needs of children and their families are consistently met.

It is not yet outstanding because

- There is scope to improve links with local primary schools to support children as they move on to new settings.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to and observed staff and children in all the areas within the nursery.
- The inspector observed the resources and equipment on offer and how effectively they are used to support children's play and learning.
- The inspector sampled documents, including children's observations and assessments.
- The inspector had ongoing discussions with staff regarding the good practice.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

Inspector

Susan Parker

Full Report

Information about the setting

Jack and Jill's Day Nursery is privately owned. It opened in April 2001 and has been registered at the current premises since 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built, single-storey premises in Hemel Hempstead, Hertfordshire. The nursery serves the local

area and is accessible to all children. It operates from a selection of rooms and there are fully enclosed areas available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, five hold level 3, two hold level 4, one holds level 5, and one holds level 6. There is also one member of staff who holds Qualified Teacher Status.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 78 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational 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:

- develop links with local schools to support older children's transition to school.

Inspection judgements

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

Children thrive and are motivated to learn in this good quality setting. Staff have good skills and knowledge of the learning and development requirements and a clear understanding of how children learn. The exciting and stimulating environment, both indoors and outdoors, ensures that all children make rapid progress towards the early learning goals. Children are eager to learn and consistently demonstrate the characteristics of effective learning. For example, babies gaze intently at their key person and show excitement in their faces during a story sharing session on the soft cushions.

Staff have a sharp focus on helping children to develop communication and language skills and supporting physical, personal, social and emotional development. As a result, children display high levels of confidence and self-esteem. Children enhance their social skills as they play cooperatively with each other, take turns, share resources and negotiate and problem solve when carrying out activities. For example, older children calculate and set out sufficient plates, cups and cutlery for the number of children on their table in preparation for lunch.

Babies and toddlers enjoy investigating the feel of different items while exploring the texture board. Children notice the difference between the smooth shiny compact discs and

then the stiff bristles of a brush. They listen carefully and imitate the sounds of the animals in the story. The children enjoy the outdoor environment, freely exploring and being physically active, and having first-hand experiences of the seasons and weather.

Children have many opportunities to develop their large muscle control and coordination. Pre-school children enjoy running, jumping and playing hide and seek under the tree in their play area. Staff support babies to develop their small muscle control and skills by providing them with objects they can pull, push, squeeze and hold. Children initiate their own learning through exploration and investigation and staff use their skills and knowledge to challenge their thinking further. They particularly enjoy exploring and investigating different media, such as water, sand, pasta etc. They dig and pour using assorted toys and tools to discover different consistencies.

Staff provide endless opportunities for children to communicate their thoughts and ideas as they explore new and interesting resources and experiences that promote their curiosity and thinking skills. For example, children investigate resources, such as the two pet African land snails. They wear gloves to keep themselves and the snails healthy, and children talk about what they eat and can tell the two named pets apart. Children describe them as 'sticky' and 'squidgy'. Visual props, such as sign language, photo timetables and pictures, support those children who speak English as an additional language and those who communicate non-verbally. For example, young babies are shown a nappy by the key person to indicate that they are going to change them and older babies select their own nappy and take it to their key person to communicate their care needs.

Children who speak English as an additional language are supported very well through good partnerships with parents. Assessments of children of all ages are clear, precise and sharply focused, and include contributions from all those involved in each child's learning. They are based on staff's comprehensive knowledge of the children and their families and, as a result, allow staff to support children in making good progress in relation to their starting points. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention if necessary. Assessments clearly demonstrate that any gaps in children's learning are closing rapidly.

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

Children clearly understand how to keep themselves safe and healthy in the stimulating and safe environment. Staff teach children about health and safety as they discuss how to use tools carefully and how to manage their behaviour indoors. Children learn to assess risks for themselves because staff encourage and support them to be independent, confident learners. For example, after a muddy session in the garden, children are taught how to put away their outdoor boots to prevent their friends from tripping over them. Key persons are skilled and sensitive, which enables children to form strong, secure emotional attachments. This provides a solid foundation for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the vast range on offer.

Children enjoy a wealth of nutritious snacks and meals which are prepared by an experienced and qualified cook. Individual dietary needs are known by all staff and robust procedures are in place to ensure that children are provided with safe and healthy meals which promote their dietary needs and development. Children develop independence and social skills as they help each other with tasks. For example, older children give out plates, spoons and cutlery at mealtimes, pour their own drinks and serve their own food. These are social occasions when children chat with friends and staff about their home and family and where they went at the weekend.

Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's behaviour is good because staff provide clear boundaries and implement the behaviour management policy consistently throughout the setting. In the pre-school room clear and gentle explanations are used to help children to take turns and share the most popular equipment and resources. Children settle at their own pace and are supported in their transitions from the Raindrops, through Sunbeams and on to Rainbows. Children visit the nursery with their parents or carers. Staff use these visits as an opportunity to find out about the children from their parents and to begin to build positive relationships with children and their families. Feedback of this process from parents, following consultations, shows that they feel this is a significant factor which helps children to settle well into the setting. Children share the central areas where children chat about their morning with their friends or siblings. Children move through the different rooms when they are able to ensure that they well prepared for their next stage in learning within the setting.

Children progress on to a number of different schools. They are prepared well for the transition, but staff do not share information about children's learning and welfare with the school. Therefore, there is scope to improve arrangements to provide children with a smooth transition to the next stage in their learning.

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

Leadership is good and the robust process of self-evaluation is well documented. It highlights the strong emphasis on maintaining good levels of achievement for all children and focuses on the impact of teaching on children's learning. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement. Staff, children and parents are fully involved in the process and their views are actively listened to and their ideas and suggestions are implemented. Good quality systems for professional supervisions are in place, based on staff self-appraisals and discussions during one-to-one meetings with the manager. Staff are regularly observed by the manager to ensure their practice is of high quality at all times. As a result of regular observations by the manager, strengths and weaknesses of staff practice are identified and they are supported to improve their practice through professional development training.

Staff have a good knowledge and understanding of how to protect and safeguard all

children. For example, there are robust policies and procedures in place for safeguarding, recruitment and risk assessments. Robust security measures are in place to ensure unwanted visitors do not have access to the building. For example, all playrooms are fitted with video links to the office to ensure high levels of supervision. The front entrance is secure so that staff can speak to the person and view them before they allow them to enter. Risk assessments are consistently implemented to ensure that children are safe, both indoors and outdoors.

Staff have a good knowledge of the educational programmes, and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress rapidly and successfully towards the early learning goals. Assessments are consistent and precise, and children's progress is carefully monitored to ensure those who may need extra support are quickly identified. Parents are very complimentary about the nursery; they comment that staff are caring, friendly and approachable and that their children thoroughly enjoy their time there. Partnerships with external agencies are established, ensuring that appropriate interventions are in place to make sure that children receive the support they need.

The Childcare Register

The requirements for the compulsory 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	EY374856
Local authority	Hertfordshire
Inspection number	821356
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	93
Number of children on roll	78
Name of provider	Jack & Jill's Day Nursery Limited
Date of previous inspection	05/11/2008
Telephone number	01442 244 903

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

