

Jack and Jill Nursery

Shawfield Primary School, Winchester Road, Ash, Aldershot, Hampshire, GU12 6SX

Inspection date	19/04/2013
Previous inspection date	06/07/2010

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		3

The quality and standards of the early years provision

This provision is satisfactory

- There are secure procedures in place for safeguarding children's welfare. Robust vetting procedures ensure that staff are suitable to work with children and regular risk assessments provide a safe and suitable environment.
- Staff work closely with parents and other professionals to provide effective support for all children in their care, including those with additional needs.
- Staff develop positive relationships with parents and carers and use a range of methods to strengthen the link between home and nursery.
- Staff provide a broad range of experiences to promote children's learning and development to help them make good progress from their starting points.

It is not yet good because

- Staff do not make the most of opportunities to encourage children in literacy activities in the garden to support early mark making and opportunities to develop early reading skills.
- The programme for mathematics is not fully developed to include increased practical opportunities for more able children to consider concepts, such as weight, measures, capacity, to make comparisons with quantities and use numerals in their play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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's play and staff interaction, indoors and outside.
- The inspector talked with available staff, some parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Jack and Jill Nursery Group Limited registered in 1970. It operates from a purpose-built building within the grounds of Shawfield Primary School in Ash, Hampshire. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to a large base room and a fully enclosed outdoor area. There are currently 77 children on roll, all of whom are in the early years age group. The nursery is open five days a week from 9am to 3pm, term time only. Children attend a variety of sessions. The setting receives funding to provide free early education for children aged two, three and four years. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 10 staff members who work with the children, of whom 8 hold a relevant National Vocational Qualification at level 3. The manager holds a masters degree in Early Years and has achieved Early Years Professional Status. The nursery has close links with the local authority and with the adjoining primary school.

What the setting needs to do to improve further

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

- develop the educational programme for literacy further by creating an outdoor environment which is rich in print where children can learn about words, for example, using names, signs and posters
- provide increased practical opportunities for more able children to consider concepts, such as weight, measures, capacity and make comparisons with quantities and use numerals in their play.

Inspection judgements

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

Children arrive happily into the nursery, confidently saying goodbye to their parents. The well-resourced indoor environment is organised effectively, where children use a developmentally appropriate range of toys and resources covering the seven areas of learning. Children follow their interests and explore their surroundings. Staff are tuned into and respond sensitively to children's individual needs, as a result, they are enthusiastic learners. This means they are well prepared for the next stage in their learning, such as school. They skilfully give young children the space and time to explore what they are interested in. Children excitedly and eagerly join staff singing songs and dancing during

the music sessions. Children show a keen interest in the outdoors and changes in the environment in relation to the different seasons. They begin to show a keen interest in living things. For example, children observe the life cycle of the butterfly and use binoculars and magnifying glasses to investigate insects and snails. Children also have the opportunity to explore the natural environment through their forest school trip. They have lots of fun learning to make shelters and building dens.

Children give meaning to marks as they draw and paint. They develop pre-writing skills through copying patterns and sometimes ask staff to write their name. Staff display posters and pictures in the main play area, which helps children to identify words. However, the outside area has very few resources to support children's literacy development further. Staff are accomplished in extending children's communication skills as they listen to what the children have to say and use lots of open-ended questions. This means children become confident in their language skills. Staff provide a varied range of opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, small world toys, role play resources and musical instruments

Staff have a good knowledge and understanding of how to promote learning across most areas and children make good progress in relation to their starting points. However, staff do not make the best use of chances for older children to use mathematical language to learn about shape, space, and measurement. All adults are deployed well to support children's learning and their care needs. Staff encourage parental involvement in children's learning and development well. Staff ask parents to record information at the time of entry and any key observations made at home. Parents receive verbal feedback at the end of the session and children's learning journals are shared with parents. This means they are included in setting targets for their child's future development and understand how to support their child's learning at home.

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

Staff establish trusting and meaningful relationships with children during 'settling-in visits' before parents leave them for their first full day. The effective key person system and the good level of adult attention ensures that all children form positive and trusting relationships with the staff. Children go to staff for reassurance and cuddles when they are feeling tired or a little unwell. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Children's work is attractively displayed and they talk about their family tree pictures. This also develops children's sense of pride and their knowledge that families differ. In addition they play with resources that positively reflect differences, they learn to respect and value diversity and consider the needs of individuals

The learning environment is stimulating and this along with staff interaction and support, helps children make good progress in their learning and development. They have a wide range of resources that are easily accessible to them. Children learn how to stay safe through gentle reminders from staff of how to care for the environment, resources and

each other. Children are well behaved; they receive positive praise when they achieve something so that their self-esteem is promoted. They are learning to share and enjoy playing either by themselves, with or alongside their friends. The children quickly respond to the age appropriate routines and boundaries which take into consideration their individual needs. Staff lead by example as they encourage the children to help tidy away the resources they have finished with and model good hygiene practices.

Children have regular opportunities to extend their physical skills. For example, they excitedly run and jump, controlling their movements as they use the outdoor resources. Staff are well-deployed at all times and are vigilant about safety. Risk assessments are completed and safety monitored throughout the session. Children learn about safety through regular fire evacuation practice. Complying with these expectations and learning self-care skills means children enjoy their pre-school experiences and have some good skills to underpin their eventual move to school.

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

The Nursery failed to notify Ofsted or the local child protection agency of an accident that resulted in a child sustaining a broken arm. It is a requirement to do so for any serious accidents. However, there was minimal impact on the child's well-being. The nursery dealt with the accident appropriately and followed correct procedures by informing parents, administering first aid and seeking specialist medical support. There is no evidence to suggest that children are exposed to any hazards on the premises, staff deployment is effective and adult to child ratios are maintained. As a result, Ofsted does not intend to take any further action.

Staff and management have a sound understanding of how to safeguard children, access relevant training and know who to contact if they have concerns about a child in their care. A comprehensive portfolio of policies and procedures are implemented and contribute towards ensuring children's health, safety and well-being is continually promoted. Clear defined roles and responsibilities for leading and managing the setting meet the welfare and safeguarding requirements. There are effective recruitment procedures in place, which helps to ensure that practitioners are suitable to work with children.

A key strength of this nursery is the good relationship staff have developed with parents. Discussions with parents demonstrate they are very happy with the opportunities offered to their children. They talk about the wonderful, supportive staff, how much their children enjoy attending and the progress they have made. The manager has a good understanding of the nursery's strengths and areas to develop through constantly evaluating practice to improve the outcomes for children. Staff are committed to improving their service and prioritise attendance at relevant training to develop their knowledge of the Statutory Framework for the Early Years Foundation Stage and best practice.

Good partnership working takes place between the nursery and the school that children transfer to. Transition arrangements are discussed with school staff and visits are arranged to help prepare children for the move to school. Links with other agencies involved with children ensure their individual needs are met and continuity of care is promoted. The management team are inspiring and motivated. They share their enthusiasm with their committed staff to continuously build on the work of the nursery. Self-evaluation takes into account the views of staff, children and parents. Their views are sought through one-to-one meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or provide written comments. However, the manager failed to recognise the importance of informing Ofsted of a significant incident.

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 action. 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	120076
Local authority	Surrey
Inspection number	909171
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	77
Name of provider	Jack and Jill Nursery Group Limited
Date of previous inspection	06/07/2010
Telephone number	01252 319595

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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, which are usually the childminder's 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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