

Jack and Jill's Nursery

Jack & Jills Nursery, Sydenham House, Monkswick Road, Harlow, Essex, CM20 3NU

Inspection date

25/06/2013

Previous inspection date

11/08/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff have a good understanding of how children learn. Consequently, they plan exciting learning experiences to support children's progress.
- Children form trusting relationships with staff, because the staff team meet their individual needs extremely well and value them as individuals.
- The nursery team builds positive partnerships with parents and outside agencies to provide support and enhance continuity in children's learning and care.
- Children behave extremely well and play positively together. They express themselves creatively and have active imaginations.
- The nursery is very well organised and the staff team are supported by management and as a result children are safeguarded and their learning is fostered.

It is not yet outstanding because

- There are not enough numbers, letters or words displayed in the outdoor area, which means that children who learn best outdoors are not given every opportunity.
- Some staff have an inconsistent approach to introducing letter sounds, which means that children do not always gain as much as they can to support their early literacy skills.

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.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at a sample of records including children's records, self-evaluations and safety records.

Inspector

Linda du Preez

Full Report

Information about the setting

Jack and Jill's Nursery is privately run having re-opened in 2004 under the current ownership. The group operates from rooms in purpose-built premises consisting of one main hall, a messy room and a quiet room. There is an area available for outdoor play. The nursery is situated near the centre of Harlow and is registered on the Early Years Register. The nursery employs 10 members of childcare staff, seven of whom hold appropriate early years qualifications, including one at level 6, two at level 3 and four at level 2. The nursery is open each week day from 8.30am to 6pm for 52 weeks of the year. Children attend for a variety of sessions. There are currently 85 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of 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:

- provide a wider variety of posters, signs and labels in the outdoor area in order for children to refer to when they are engaged in their play
- work with staff to promote a consistent approach to introducing letters and sounds in order to fully support children's progress in literacy.

Inspection judgements

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

Children make good progress in their learning in this exciting and stimulating nursery. Staff engage parents when children start attending to find out their children's starting points and keep them informed of their child's progress through meetings and discussions. Staff carry out the required two-year-old progress check when children are between the age of two and three years. In addition, they record all children's progress through written observations, photographs and assessments. Through this process staff make plans to support the children's emerging next steps in their learning according to what they know and can do, as well as their interests and learning styles. These positive approaches mean that staff plan well for each individual child's learning and support continuity between home and nursery.

Children enjoy playing inside and outside with equal enthusiasm. They explore textures as

they play with sand and learn about the natural world as they plant and care for fresh fruit, such as strawberries. They know that plants need water to grow and explain that fruits will change colour as they ripen. Children enjoy drawing with chalk on large sheets of paper and some produce some recognisable letters and numbers. These positive outdoor learning experiences help children to progress towards the early learning goals and develop skills for starting school. However, the outside area does not have enhancements, such as posters, labels or number lines to provide the older and more able children with the opportunity to reinforce their learning as they play. This means that they do not have all opportunities to develop number, letter or word recognition.

Children have active imaginations and enjoy playing in the role-play area, pretending to cook and prepare food. Staff provide a good range of resources for children to express themselves, such as paints and collage. Staff make the most of opportunities to support children's learning and curiosity, by asking questions, such as how colours will change during creative activities. Children respond by exploring colour and producing colourful pictures, painting with cotton buds and mixing colours. Staff value their unique styles and approaches. Some children enjoy mixing colours, others paint patterns and some create recognisable detailed pictures of their friends. Staff praise all of their efforts and place value on the work they produce, which helps children feel valued and motivated.

Staff plan a good range of interesting activities to support children's learning and help them develop skills for their future. For example, they teach children about writing letters and how to put them into envelopes, as well as how they need to post them in a postbox. Children join in with enthusiasm, some write words and others produce patterns and pretend to make stamps. Staff make the most of these opportunities to point out letter formation and draw children's attention to words to help them understand that print conveys meaning. However, some staff occasionally mispronounce letter sounds, which means that children do not always benefit from a consistent approach.

Children show a great deal of interest in books and enjoy sitting in the cosy, well-resourced book area. They look through story books together and concentrate as they listen to staff reading. Staff talk in more complex sentences to older children and use simple words for younger children. This means that everyone including the youngest children, feel included. Staff offer excellent support for children who are learning English as an additional language, by learning and using a few key words in their home language and using visual prompts to aid communication. Consequently, children progress rapidly in their language and communication skills.

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

The nursery has a welcoming and friendly atmosphere and all children and parents arrive to a warm greeting from staff. Each child has their own key person who helps them to settle and feel secure. Staff work closely with parents, so that they get to know the children well and have a good understanding of their individual care needs. Consequently, staff meet children's care needs well and children are relaxed and feel comfortable with the adults who care for them.

Children enjoy a good range of activities that support their physical development both indoors and outside. They develop manipulative skills through a good range of activities and become confident in balancing, jumping and climbing outside. Children enjoy eating tasty snacks, such as fresh fruits, during the morning and afternoon sessions. Children who attend full days bring their own packed lunch and staff promote healthy eating through discussions with children and newsletters to parents, which illustrate what foods are suitable for a healthy lunch. Staff plan fun outdoor games and activities to help children develop an understanding of the importance of physical exercise. They offer children gentle reminders and hold discussions about keeping clean, healthy and safe. This means that staff support children in developing their own understanding of how to lead a healthy lifestyle. Staff maintain a clean and safe environment by carrying out daily checks and cleaning as they go. They encourage children to help at tidy-up time and help them to understand the importance of maintaining a clean and safe environment.

Children and staff share visits to the nearby primary school as they prepare to move on to school. Class teachers liaise with the nursery staff to share records and visit to get to know the children, before they start at school. Staff use these opportunities to help all children to understand that they too will move to school one day.

All staff have a clear and consistent approach in their expectations for children's behaviour, so children develop a good understanding of what is acceptable. Staff make use of simple apparatus, such as sand timers to allow children to see and understand timescales; this helps to promote their understanding of turn taking and sharing toys. Staff are very good role models, as they are calm and supportive.

The nursery routine is very well organised so that staff are on hand to provide support for children's care needs. They encourage children to try things out for themselves, but offer support when needed. Many of the children are extremely independent and self-confident because there is a good balance of challenge and support provided by staff. For example, young children learn to pour their own drinks and serve their own food, gaining independence as a result. Children take it in turns to be helpers, for example, organising plates and food at snack time, which gives them a positive sense of belonging and responsibility.

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

The nursery managers have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are well-implemented policies and procedures in place, which help to maintain a safe and secure environment. Staff have access to training to develop practice and attend meetings as a team, so that policies are shared and consistently implemented. Staff know the procedure to follow should they have any concerns about the protection of a child in their care. There are effective systems for recruiting and inducting new staff to ensure that they are clear about their roles. Managers supervise staff and use appraisals to identify training to support their professional development. Consequently, staff feel supported and motivated in their roles.

Managers have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They monitor observations, assessments and planning undertaken by staff to ensure that staff assess children's progress accurately to support their progress across all areas of learning. Staff seek timely interventions for children who are not progressing within expected norms. They work well in partnership with outside agencies to fully support children's progress and development. Consequently children are supported to make as much progress as they can, given their starting points. An example of this being how effectively staff implement recommended strategies, such as those recommended by speech and language therapists to support children's language acquisition. Staff compile informative documents about children's learning and care needs, which they share with local primary schools. This good practice enhances continuity in children's care and learning.

The managers and staff are very reflective and regularly evaluate the provision to identify anything which they could improve or develop further. Parents complete questionnaires to provide their point of view and staff make the good use of observations of children to interpret how they respond to the provision. Recommendations from a previous inspection have been put into place resulting in a strong system for planning and assessment, which improves outcomes for children.

The staff have excellent partnerships with parents and keep them informed about their children's routines, care and learning. The nursery has a strong community feel and many families return with younger siblings to attend and recommend the provision to friends and family. Parents are extremely complimentary about the quality of the care their children receive, describing how well their children learn and how they appreciate the caring staff team.

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	EY293883
Local authority	Essex
Inspection number	901708
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	85
Name of provider	Felicia Bolanle Adeyinka
Date of previous inspection	11/08/2009
Telephone number	01279 444425

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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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