

Jack and Jill's Nursery

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

Inspection date	20/12/2013
Previous inspection date	25/06/2013

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

- Children enjoy a good range of quality experiences indoors and outside, planned by staff. Consequently, they make good progress in all aspects of their learning.
- Staff develop positive and caring relationships with the children and this helps children to feel safe, happy and confident at nursery.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.

It is not yet outstanding because

- At times, staff do not always enhance children's learning through making maximum use of open-ended questions.
- There are few multicultural resources, particularly in the role play area, that reflect a range of cultures and backgrounds to promote children's understanding of the world further.

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 all rooms and the outside area.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.

Inspector

Clair Stockings

Full report

Information about the setting

Jack and Jill's Nursery was registered in 2004 and is on the Early Years Register. It operates from a purpose built premises in Harlow, Essex. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8.30am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children and there are 80 children on roll. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs eleven members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and eight at level 3 and above.

What the setting needs to do to improve further

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

- support staff to enhance children's learning through consistently good use of open-ended questions
- extend ways of supporting children's growing understanding of family, the community and the wider world to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

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

Children have fun as they access a varied range of activities and experiences across different areas of learning. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Staff know children well. They observe children closely and collect information from parents about their children's needs, interests and abilities when they begin nursery. Staff use this knowledge to plan interesting play based experiences that promote children's learning and development. Attentive staff play alongside the children offering gentle support and encouragement. Skilful questions by most staff extend children's thinking and they gently guide children to develop their skills as they play alongside them. However, on occasions, less experienced staff do not always use

spontaneous opportunities to pose open-ended questions to extend children's thinking and development in all areas of learning. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

All children, including those learning English as an additional language and children with special educational needs and/or disabilities, successfully develop their spoken language. Staff move around the playrooms joining in with children's play, talking to them clearly and extending their vocabularies as they describe what they do. Staff show children how to pronounce some words by responding and repeating what they say in the correct way. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff introduce songs and rhymes effectively throughout the session and children actively join in the singing. Children of all ages show a keen interest in books. They enjoy looking at books on their own or having stories read to them by staff, establishing children's interest in reading for pleasure. Accessible writing materials are available for all children to practise their early writing skills.

Staff provide a good range of toys, resources and equipment, and encourage children to freely explore their surroundings and discover new things throughout the session. Children enjoy leading their own play and take part in activities which are guided by adults. For example, children maintain focus for sustained periods of time when they decorate a Christmas stocking with staff. They adeptly spread glue and sprinkle glitter, and smile as staff praise and acknowledge their efforts. Staff extend children's learning as they introduce simple mathematical concepts of shape and size. For example, while playing with construction blocks, staff encourage older children to talk about the colour, shape and size of the pieces they are using. Consequently, they develop skills to support the next stage in their learning and their move to school.

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

Children share warm relationships with the approachable and friendly staff. The effective key person system supports children to feel valued and promotes a sense of belonging. Caring staff warmly welcome the children and their families. Staff provide support to new children and parents to ensure a successful settling-in period that is tailored to the needs of each child and family. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Their behaviour is good, as staff share consistent expectations and are good role models themselves. Children willingly take on responsibility, for example tidying away toys and resources at the end of the session.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Staff provide nutritious snacks, which include fruit and vegetables, and children's individual dietary requirements are met. Children are encouraged to manage their personal needs and older children can use the toilets with minimal support. Nappy changing routines for younger children are managed well. Children know and use good day to day hygiene habits such as hand washing. They can make good choices about the clothing they need to play outside and staff effectively

support their developing independence in managing coats, zips and wellington boots. Children benefit from regular fresh air and exercise during outdoor play.

Children's physical safety is given appropriate high priority. Access to the premises is closely monitored and staff carry out daily risk assessments of the inside and outside areas to help to keep children safe. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. However, there is scope to extend the range of multicultural resources to fully reflect diversity to help children learn about similarities and differences between themselves and others. Staff supervise children well but give them space to explore their environment so they can take risks as they try out ideas for themselves, using the resources in a range of different ways. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Regular fire evacuations enable staff and children to know what to do in an emergency. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

The provider has a good understanding of the safeguarding and welfare requirements. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, induction procedures support their developing knowledge of the setting's policies and procedures. Staff understand their responsibilities to provide safe play environments for children. Staff ratios and levels of supervision are good at all times. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Effective procedures have been established to work with parents and as a result, parents speak positively of the care and learning their children receive. They describe the staff team as, 'friendly, approachable and caring'. They keep up-to-date about their child's learning through daily verbal feedback and informative display boards. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Links with other providers are in place and continue to be developed to further aid children's progress and development through a consistent approach.

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, which identify some

training needs. Most staff hold relevant childcare qualifications and are keen to continually update their professional development. For example, recent training on behaviour management supports them to manage children's behaviour. Staff use positive strategies to deal with any minor issues and children receive praise and encouragement, which supports their self-confidence and esteem. Suitable induction procedures are in place to support new staff to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and continue to identify priorities for improvement. Evaluation takes account of the views of managers, staff, the local authority advisor, parents and children. Parents complete regular questionnaires and monitoring visits from the local authority are used to enhance the service provided and promote further improvement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	947017
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	80
Name of provider	Felicia Bolanle Adeyinka
Date of previous inspection	25/06/2013
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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