

# The House that Jack Built Day Nursery

59/61 Marlow Bottom Road, Marlow Bottom, Bucks, Buckinghamshire, SL7 3NA

<b>Inspection date</b>	21/01/2014
Previous inspection date	09/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are consistently achieving very high standards across all aspects of their learning and development, including those whose starting points are lower than expected for their age.
- All children feel incredibly safe and secure within the nursery, due to staff understanding all their individual needs and treating them warmly and with care at all times.
- Extremely positive partnerships with parents and carers means that children benefit from an exceptional quality of care and learning.
- Leaders and managers are inspirational with exceptional knowledge and they are extremely passionate about giving children the best start in their education.

## 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 activities in all the main nursery rooms and the outside learning environment.
- The inspector held meetings with the manager of the nursery, the provider, the nursery staff and carried out a joint observation with the manager.
- The inspector talked with children present.
- The inspector looked at children's assessment records, planning documents, evidence of suitability of practitioners working within the nursery and other documentation.
- The inspector took account of the views of parent/carers spoken to on the day.

## Inspector

Helen Harper

## Full report

### Information about the setting

The House that Jack Built registered in 2008 and operates from two converted buildings set out over two floors. It is situated in Marlow Bottom, Buckinghamshire. The nursery is currently on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is one of four nurseries owned by a company of the same name.

The nursery is open each weekday from 7.30am to 6.30pm, 51 weeks of the year. There is an enclosed garden for outside play. There are currently 77 children, aged from three months to five years on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with learning difficulties and/or disabilities, and those children for whom English is an additional language. The nursery employs 26 staff and of these, fourteen staff, including the manager, hold appropriate early years qualifications and ten staff are working towards a qualification.

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

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

- consider how younger children might access books more freely.

### Inspection judgements

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

Children make exceptional progress in their learning and development in this welcoming and challenging setting. Children are enthusiastic and highly motivated to learn because their individual needs and interests are listened to and noted, and this means that children develop confidence to try new things and are extremely well prepared for school.

Staff consistently use a highly effective system for observing, assessing and planning for children's next steps in learning. This means all children make good progress, including those whose starting points are below expected levels of development. Staff work closely with parents to learn about the individual needs and abilities of their children. Staff use detailed observations so they can thoroughly identify and plan for children's individual learning needs. They continually monitor children's progress from their starting points, and regularly re-evaluate provision for them, so that all children receive appropriate challenge and make good progress.

Staff know that younger children and those with learning difficulties and/or disabilities require additional resources and adult support to help them engage in some activities. They provide excellent resources to support communication. A 'Feelings board' showing

pictures of happy, sad and upset faces, enables children who have limited expressive language to show how they are feeling. Children also use a 'Choices board' to indicate what toys they would like to play with. This gives children independence and teaches them that staff value their choices.

Staff fully engage parents in supporting their children's learning. The nursery provides parents with monthly newsletters and a regular 'Unique child' report on their child's progress. As well as daily communication and opportunities to review their child's learning records at parents evenings, the nursery suggests ways that parents can help prepare their children for school by reinforcing and practising the skills they teach in nursery for example they put on their own coats, select gloves and hats to go outside. They are independent and confidence in serving themselves lunch and pouring their own drinks. The nursery welcomes information from grandparents, child-minders and other nurseries; they communicate well to make sure that information about children's interests and their development is shared, and this has a positive impact on children's learning.

Children become confident communicators because staff are excellent role models. They listen to children and give clear and precise answers to their questions. They use open-ended questions to extend children's learning, and this builds on children's understanding of language. Children are engaged, happy and secure, so that learning and trying new things is fun for them. They enjoy learning new words as they listen to stories, sing songs in groups, and listen to the stories that staff read to them so engagingly. For example, during a story of 'Room on the broom', staff invite the children to think about the word 'eagerly', and they all discuss what this may mean. The staff listen and answer children's questions, as they bring the story alive and make it meaningful to the children. Younger children learn actions to songs, to help develop their understanding and co-ordination. For example, children enjoy using their arms as 'crocodile mouths' snapping open and shut. They use instruments and enjoy shaking and banging along to beats. Staff create many opportunities for children to communicate. For example, they display family photographs and handprints for children to talk about, and they encourage children to bring things from home to talk about in the nursery. This results in children being eager to discuss a special outing or event they have had with their family, because they know that their contributions are valued.

Children's independence is fostered as they have free-flow access to the well-resourced outdoor areas, which encourages them to be active and enjoy the fresh air. The outside space, which is set out on three levels, provides an exceptional range of varied and enjoyable challenges for children. Equipment includes a variety of physical equipment, as well as role-play, creative and writing materials. There are different natural materials available in the 'Woodland glade' site, a natural area full of fallen trees, ivy arches and logs, to enrich children's exploration of the world around them. Children learn about healthy eating as they grow their own vegetables in an allotment, which has not only digging areas and planters, but also pots, pans and spoons made of wood and metal, to encourage children to be creative and make music.

Activities and resources support children's knowledge and investigation of the natural world exceptionally well, and staff are quick to adapt teaching to meet children's immediate interests. For example, when children show curiosity about binoculars, staff

immediately help children to make some of their own. They extend the children's learning by showing them how to use a book to help them to identify birds they can see in the allotment and they encourage children to count how many there are.

Staff keep a detailed folder for every child, to record their progress and celebrate their achievements. These rich records are for parents to keep, and are full of photographs, observations, assessments, reports and contributions by parents; they demonstrate that staff know and value every child as an individual.

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

The implementation of the key person system is excellent. Staff build very effective relationships with parents and carers to support children's individual needs. Comprehensive information is gathered for each child, this means that children's routines, and any specific dietary or health needs, are fully understood and managed efficiently and safely.

Children clearly make strong emotional attachments to their key person and other familiar adults, because their needs are consistently met and they feel secure. Transitions to the next room within the nursery, or their next early years setting or school, are supported by the information that the staff have about each child. The nursery has close links with schools, and visits are arranged so that children meet their new teachers whilst still at the nursery.

Children enjoy a very healthy, nutritious and varied menu of food, which is offered on an eight week rotation. They eat in a separate dining area, meaning that children can experience different surroundings. Staff follow a robust system to meet individual children's dietary requirements.

Children's awareness of a healthy life style is also promoted through cooking activities, and through eating balanced snacks and meals. Nutritious, well-balanced meals are freshly prepared at the nursery by the cooks, and older children independently serve themselves lunch and pour their own drinks. Children learn about the importance of a good diet, as staff sit with the children and talk with children about the foods they are eating. Parents are invited to try examples of the food that is offered to children, during parents' evenings, and the nursery makes the recipes available, to promote healthy eating at home.

Risk assessment and daily checks are carried out, and children too are included in assessing risk and setting boundaries, so that they learn to keep themselves safe. For example, younger children have open doors onto the hall, which is fully secure, but they learn to remain within their own groups. Closed-circuit television is in operation on all external doors, which promotes safety. Children participate in regular emergency evacuation procedures and demonstrate that they are very familiar and confident with the drill, as they describe the full procedure.

Children's behaviour is praiseworthy. They are routinely encouraged to say 'please' and 'thank you' and staff are excellent role models as they treat all children with respect. Staff discuss feelings with children and use a 'Feelings chart' to reinforce their recognition of emotions. Children therefore develop sensitivity and interact well with each other. Staff praise children's efforts and use 'high fives' with them, which helps to build children's confidence and boosts their self-esteem.

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

Leadership is inspirational and the impact of the manager is evident throughout the nursery. The manager is passionate about her role and takes the responsibility of leading a team seriously. She is dedicated to improving the lives of children and ensuring they achieve the highest quality care and learning whilst at the nursery. She knows all the children within the nursery and they all greet her warmly. This shows she has a 'hands on' approach to her leadership, and leads by example.

Effective self-evaluation includes contributions from parent and carers, meaning that partnership working with families, and with other providers, is recognised as essential to consistency in care and learning. Parents say they feel well supported and feel confident they can approach the staff for support with their child's learning and development at home. Appropriate strategies for intervention to support children with special or additional needs are in place, so that children receive the care and support they need.

Educational programmes are broad and stimulating so that all children are making excellent progress towards the Early Learning Goals. This progress is accurately monitored and shared with parents and carers. Systems for planning and assessment are consistent and highly effective in quickly identifying any gaps in children's learning, so that planning and teaching can be adapted to support children's needs and challenge them in their learning. The staff review continually what is working well and identify areas for additional improvements. The result is that all children achieve good rates of progress.

Systems to monitor provision in the nursery overall, to identify strengths and possible weaknesses, are comprehensive, and there are robust plans for further improvement. The manager and leaders are highly effective in evaluating and monitoring staff performance and in setting challenging plans for improvement, to maintain the high standards already achieved.

Professional development for staff through ongoing training is of paramount importance to the nursery management, because they value staff as the nursery's prime resource. Staff have clear targets for their professional development, which means that staff are constantly improving their knowledge and practice, which has a positive impact on the quality of teaching and learning for all children within the setting.

Partnership working with other settings is excellent. The nursery staff meet regularly with staff from other nurseries in Buckinghamshire and they have opportunities to visit other

settings, to observe good practice elsewhere. The management team provides a weekly 'drop in' clinic for staff, to offer them professional support and development. The special needs coordinator meets regularly with other professionals in the role, to share concerns and stay well informed.

Children's welfare is exceptionally well considered and is supported by robust recruitment and safeguarding procedures. For example: staff take care that mobile phones are not used within the nursery, visitors are signed in and out of building and visitors are introduced to staff and children. Adults have a secure understanding of the local safeguarding procedures and are confident to follow these if required. A written risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment to maintain their safety and suitability.

The supporting documentation covering all areas meets, and exceeds, all the requirements of the Statutory Framework for the Early Years Foundation Stage. Rigorous policies and procedures are implemented and understood by all staff and described in detail by the manager, who clearly knows the impact these have to maintain a high quality provision. This good range of written policies and procedures enables staff to share and agree appropriate practice with parents and to maintain consistency across the staff team. All staff undertake a thorough induction and have a deep understanding of their responsibilities. They all know the children extremely well and fully meet individual children's needs.

### **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	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

<b>Unique reference number</b>	EY380146
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	829659
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	77
<b>Name of provider</b>	The House That Jack Built (Day Nursery) Ltd
<b>Date of previous inspection</b>	09/03/2009
<b>Telephone number</b>	01628 481601

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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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