

Jack and Jill Nursery Limited

15 Marlborough Gardens, Stanwix, Carlisle, Cumbria, CA3 9NH

Inspection date

25/04/2014

Previous inspection date

11/08/2011

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 engage in a range of experiences in a well-resourced, stimulating and welcoming learning environment, both indoors and outside. As a result, children's emotional well-being and overall development are well supported.
- Rigorous safeguarding procedures are effective. This ensures children's welfare is protected and children are kept safe from harm.
- Effective partnership with parents results in the key person developing strong relationships with children. Consequently, children settle well and are effectively supported in their transitions on to the next stage in their learning, including school.
- Children have good opportunities to make safe and independent choices in their play. Therefore, they are active and make good progress in their learning.

It is not yet outstanding because

- There is scope to further enhance the already good systems for supervision of staff to promote even higher levels of quality of teaching so that children continually benefit from even more highly stimulating and motivating learning experiences.

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 the indoor and outdoor learning environment.
- The inspector conducted one joint observation with the deputy manager.
- The inspector held a meeting with the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications and suitability to work with children and the provider's evidence of self-evaluation.
- The inspector took account of parents and carers views spoken to during the inspection.

Inspector

Emma McKeown

Full report

Information about the setting

Jack and Jill Nursery Limited is privately owned and managed. It was registered in 1988 and operates from the ground floor of a three storey semi-detached house. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in the Stanwix area of Carlisle in Cumbria. Children have access to a secure enclosed outdoor play area. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or 4. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It 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:

- enhance the already good systems for supervision of staff to promote even higher levels of quality of teaching so that children continually benefit from even more highly stimulating and motivating learning experiences.

Inspection judgements

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

The quality of the teaching is good and children are supported in making good progress given their starting points. This is because staff accurately identify children's skills and plan for the next steps in their learning and development effectively. An appropriate mix of continuous child-initiated and adult-led activities, both indoors and outside, enables children to develop their own ideas and interests. For example, children enjoy working together to discover how to remove a toy that has become stuck inside a tube. As a result, children are engaged and motivated for learning. Children's interests inform the planning of activities across all areas of learning. There is a robust system to evidence, monitor and track children's progress through effective observation and assessment. Key persons have a clear understanding of children's next steps in their learning. Parents complete an 'all about me' form which gives useful information about their children. This is complemented by early assessments, which the key persons make in order to have a good understanding of what children know and can do. Flexible and effective settling-in procedures enable key persons to gather a range of information from parents about the needs, abilities, interests, likes and dislikes of all children. The continuous provision of high quality, stimulating resources and activities within the indoor and outdoor learning environment, provide opportunities for children to actively engage in purposeful learning experiences. For example, children enjoy playing in the role play home corner, pretending to make dinner.

Outdoors, they play with a range of equipment and make patterns in the sand tray. As a result, children demonstrate the characteristics of effective learners.

Children are making good progress in their communication skills. This is because staff model effective use of language as they talk with children about their interests. For example, staff encourage a child to consider how to care for a bee that they have discovered on the slide. A language-rich environment ensures all children, including those who speak English as an additional language, are provided with opportunities to further develop their communication skills. Children are learning effectively as they freely help themselves to the stimulating and clearly labelled resources available to them. The development of key skills in the personal, social and emotional aspects of children's learning are further supported as children confidently make choices. Children are very physically able and have a wide range of activities to develop these skills. For example, they learn to balance and move around on ride-on toys. Therefore, children are ready for school when the time comes as they develop a range of skills to support their future learning. Support for children with special educational needs is good as rigorous monitoring of children's progress leads to early identification of needs. As a result, children who have a lower starting point make good progress.

Staff demonstrate a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The nursery recognises the importance of working in partnership and keeps parents well informed about their child's learning through a variety of methods. This includes daily verbal communications, newsletters and opportunities to share learning journey profiles. Parents are invited to share learning from home in the form of 'wow stars' and these are included in their child's learning journey profile. Comprehensive progress checks are shared with parents, when appropriate, and strategies are shared to ensure all children make at least good progress. Consequently, parents are fully involved of their child's learning and development.

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

Children are welcomed warmly as they enter the nursery. Children form secure attachments with their key person, who demonstrate an excellent knowledge of the children, their interests and their routines. This supports children's well-being and, in turn, has a positive impact on their learning. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and confident to explore. The nursery ensures every child is respected and their individual needs are met in accordance with their backgrounds and beliefs. For example, notices are displayed in English as well as the home language of children. Children's personal, social and emotional skills are developing successfully because staff provide activities to ensure they continue to make progress in this important area of their learning. For example, children are encouraged to share and take turns as they play a snakes and ladders game. The effective methods of sharing information with parents ensures each child has their care needs fully met. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities. For example, children are provided with healthy snacks and meals in line with their dietary requirements. They are beginning to understand the importance of washing their hands as they are reminded to use soap to 'get rid of germs'

and to dry them carefully. The staff teach children about keeping safe. Consequently, children behave in ways that are safe for themselves and others. For example, they follow instructions to carry a box of toys with two hands.

The learning environment both indoors and outside is stimulating and very well resourced. All resources are clearly labelled and stored at low level allowing children to make choices and to be actively involved in their learning. As a result, children are developing independence. Staff are good role models to children, sitting at child level, frequently offering praise and calmly establishing expectations. As a result, there is an atmosphere of mutual respect and behaviour is good. Children are well prepared for the next stage in their learning and development as the nursery supports them in making the transition between rooms and on to school when the time comes. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during the settling-in period. They make positive comments in their child's learning journey profiles about the progress their children are making in their learning and development. Therefore, parents feel valued and included in their child's learning.

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

The manager demonstrates very good understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage and in ensuring the nursery is effectively organised. Rigorous security procedures ensure the safety of children is highly prioritised throughout the day. The gate to the driveway is locked at all times ensuring children have a safe and secure outdoor area in which to play. Risk assessments are thorough and reviewed regularly, consequently, children are cared for in a safe environment. There are robust safe recruitment systems in place to ensure that children are always cared for by suitable adults. The safeguarding policy contains detailed procedures to follow should staff identify any concerns with children and in the event of an allegation being made against a member of staff. There are clear restrictions on the use of mobile phones within the nursery, which staff understand and adhere to.

The manager demonstrates a clear commitment to reflective self-evaluation. Recommendations from the previous inspection have been addressed. This demonstrates a good commitment to continuous improvement. Rigorous systems are in place to monitor the effectiveness of the educational programmes through tracking children's progress. This means that gaps in learning are quickly identified and strategies are implemented to narrow the gap. A mentor system is used across the nursery to support new members of staff. The manager arranges regular supervision meetings with her staff to monitor the quality of teaching and learning. However, there is scope to further improve the monitoring of the quality of teaching. This will ensure opportunities to support children's learning are further enhanced through even more highly stimulating and challenging activities. The manager recognises the importance of continuous professional development and relevant training is cascaded to all staff to improve their already good knowledge and skills. Regular evaluation of weekly planning ensures activities are planned to meet the individual needs of children. This ensures children make good progress towards the early learning goals. Information is gathered regularly from parents to help inform the rigorous

assessment systems, which effectively monitor children's progress from their starting points.

The manager works closely with external professionals to ensure support for children's learning and development is effective. The successful partnership between the nursery and parents ensures that children's needs are quickly identified and are well met. Parents are invited to share in their children's learning through a range of different opportunities. For example, contributing to their child's learning journey profile. Parents comment on the positive learning experiences their children have enjoyed at the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	317382
Local authority	Cumbria
Inspection number	865118
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	46
Name of provider	Jack and Jill Nursery Limited
Date of previous inspection	11/08/2011
Telephone number	01228 530 478

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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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