

# Jack and Jill Nursery

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

<b>Inspection date</b>	14/05/2014
Previous inspection date	19/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The nursery provides a broad variety of interesting learning experiences across all areas of learning. This enables children to explore and investigate.
- Good care is taken to build positive trusting relationships with parents and families and consequently children benefit from this.
- Staff are positive role models behaving politely and considerately to each other and the children. Consequently children are learning to respect themselves and each other and tolerate differences.
- Good use is made of all the space and equipment to provide the children with a safe and interesting environment, where they can explore and increase their independence.
- Strong leadership and management enable the nursery to reflect on the service they provide and continuously strive to develop and improve.

### It is not yet outstanding because

- Occasionally, some staff do not provide sufficient challenge in activities by adapting the activity to the emerging abilities of the children taking part.

## 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 toured the premises and resources with the manager.
- The inspector observed the children and staff at play and observed an activity with the manager.
- The inspector examined records and documents provided by the manager.
- The inspector spoke to parents to gain their views.
- The inspector discussed the nursery's development plan.

## Inspector

Lynne Lewington

## 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, Surrey. 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 76 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 15 staff members who work with the children, of whom seven 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 deputy manager has early years teacher 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:

- improve all staff awareness of adapting activities to encourage individual children's learning.

### Inspection judgements

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

Children clearly benefit very positively from the opportunities they experience in this happy nursery. A broad variety of activities are offered throughout the day in this interesting environment which helps children to develop skills across all areas of learning. They have the freedom to move between indoors and outdoors. Good care is taken to make it a safe, enabling environment where children can move resources to enhance their play if they wish. A story at the start of the day provides a trigger to their imaginations which can be seen influencing other activities they undertake. For example, children independently re-enact parts of a familiar traditional story. They pretend to be the giant and repeat his words, while others pretend to be scared and run away. This is helping them experiment with language; use their voices in different ways and increases awareness of feelings. The nursery is very conscious of encouraging language and literacy. An attractive book area with a broad variety of fact and fiction books helps to encourage children's interests. Books are taken outdoors where children sit on blankets, benches or

take a book into the tent or playhouse to look at. Staff use their voices to make stories interesting and children are learning to do the same. Children have easy access to writing materials both indoors and outdoors and they see adults writing for a variety of purposes. This is positive role modelling as it encourages children to copy the adult's actions. Staff get down to the children's level, make eye contact and listen attentively to the children. They extend the children's language by speaking clearly, extending words into sentences and providing a commentary to actions. Drama sessions provide an additional opportunity for children to explore and develop their language and communication skills. The nursery participates in a language development programme which is encouraging children's communication and early reading skills. Many of the children can read simple words.

Children learn about the natural world in a variety of ways. For example, they see tadpoles grow into small frogs. Older children explain what has happened demonstrating their increasing language skills and awareness of the natural world. Staff talk to the children about what they need to do with the frogs to set them free and the children participate in letting them go. This provides a rich learning experience which is supported by the conversations, books and posters around the nursery. Staff encourage children to count, match and sort in all their activities. For example, children playing in the sand pit make sand pies on plates and count how many they will need for each person. Children have easy access to a variety of resources which encourage their creative abilities including dressing up resources and art and craft materials.

Staff take children on outings in the local community which provides rich experiences to enhance young children's learning. For example, they go on a bus ride to visit the garden centre and children choose plants for the nursery garden. Children help to care for the plants increasing their awareness of the natural world. Photographs of an outing to visit the church are displayed at low level. They provide a good topic of conversation for young children as they recognise themselves and recall events.

The staff team are knowledgeable and the quality of teaching is good. Children are generally encouraged to develop their skills well. However, occasionally some staff do not provide sufficient consideration to individual abilities and adapt the activity sufficiently to enable children to extend their skills. For example, by doing something for a child that the child could try to do for themselves. Records of children's development indicate they make good progress from their starting points. Additional help and advice is sought if required in partnership with parents.

Parents share information about their children and staff use this valuable information to begin to understand and encourage the children's development. The nursery has recently started a library service and children can take a book home to share with their family.

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

Parents are aware of the key people who take a particular interest in their children's progress and development. Children relate well to all the staff and parents comment that they feel confident about talking to all the staff in this welcoming environment. Children

are confident indicating they feel secure and safe in the nursery environment.

Staffing levels are high. The management work at a high staff to child ratio in order to ensure children have a high level of interaction and attention at all times. Staff are positive role models, modelling kind and courteous behaviour to each other and the children. Consequently, children are learning to behave in a similar way. Posters, resources and experiences offered to children help them to learn to understand and respect people's differences. Outings in the local community also help them to become aware of the world around them and the roles that people play. Staff understand that children need to learn to be aware of dangers and be alert to their own safety. For example, they encourage children to know what nettles look like and they learn how to use a knife with care to cut their snacks. The fire drill is regularly undertaken and children learn how to evacuate the premises swiftly and safely. Children learn a road safety song which encourages them to look and listen whenever they reach a kerb. They sing this on their outing to the school as they wait to cross the road. These routines help to develop children's safety awareness.

Staff talk to children about the importance of physical activity, nutritious food and healthy hygiene routines. Systems are in place to encourage parents to provide their children with a healthy lunch box, including fruit and vegetables. Drinks of water are available throughout the day and staff encourage children to have a drink regularly in hot weather. Children demonstrate independence relevant to their age in their toileting routines. Many wash their hands independently at appropriate times without assistance or reminders from the staff.

The nursery is well equipped with resources suitable to the age and needs of the children they care for. Staff risk assess the environment, the resources and the activities on an ongoing basis. They take into consideration the children using the resources and adapt as required to keep children safe. They supervise each area of the nursery diligently. Children confidently demonstrate their increasing independence as they move between the different play environments making choices in their play.

Staff help to prepare children for changes in their lives, including starting school. Children regularly visit the local school for activities which enables them to become familiar with the larger environment. In nursery they talk about what they will wear, try on uniforms and are encouraged to develop the skills which will help them in school. For example, they learn to listen when others are talking, to speak up, to recognise their names and their belongings and be able to dress and undress themselves.

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

The leadership and management team actively participate in activities with the children and oversee the daily planning of activities. This helps to ensure children experience a broad variety of activities. They also buy in services to provide children with additional learning opportunities. For example, a drama teacher visits each week. There are good systems in place to make sure that each child's progress is carefully monitored and additional advice or support is in place if required. This includes the progress check the

children aged two-years. Children are making good progress. They are confident, curious and articulate.

The leadership and management team and the staff all have a good understanding of safeguarding. They ensure the environment is safe and secure. Children are supervised at all times and always within sight or hearing of the staff. Staff clearly understand the action they must take if concerns are raised by reporting information to the local safeguarding board. Safeguarding is a regular item for discussion in team meetings and staff are familiar with the up to date policy. Robust recruitment systems are in place ensuring that staff are suitable for the roles they undertake.

The nursery strives to continuously improve and provide children with the very best of opportunities. The management team are enthusiastic and passionate about the service they provide. They reflect on the provision on offer and seek views from parents and staff to continuously develop. They have made improvements since their last inspection and are working through a comprehensive development programme to continuously enhance the provision.

Good care is taken to build positive trusting relationships with parents and families and consequently children benefit from this. Strong relationships with parents are fostered through good communication and the staffs understanding of the community in which they work. Parents comment positively about the nursery, they feel their children have fun and enjoy the freedom to safely play outdoors and indoors. Many parents comment on the good progress their children make with language since attending nursery. Parents feel staff are all helpful, friendly and approachable. Positive relationships with the local school and other services in the community are fostered. The strong relationship with the local school enables expertise and resources to be shared in addition to aiding children's move to school.

### **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>	120076
<b>Local authority</b>	Surrey
<b>Inspection number</b>	974451
<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>	40
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Jack and Jill Nursery Group Limited
<b>Date of previous inspection</b>	19/04/2013
<b>Telephone number</b>	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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