

The Jack And Jill Day Nursery Ltd

Moor Road, RUSHDEN, Northamptonshire, NN10 9TP

Inspection date

Previous inspection date

18/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 educational programme is well planned by skilled and knowledgeable staff to cover all areas of learning and provide challenging, interesting and motivating experiences for all children. As a result, children make good progress in relation to their starting points.
- Communication between staff and children is warm and expressive. This means children are able to use and extend their vocabulary with confidence, exploring activities and ideas more fully.
- Staff work alongside parents and other professionals to support children's learning and development. This means all children make good progress from their starting points.
- Leaders and managers are enthusiastic and motivating. Consequently, the staff team have high aspirations for quality and the ongoing development of the setting.

It is not yet outstanding because

- There is scope to improve the outdoor environment further, in order to build on children's interest in the natural world and living things.
- There is scope to extend opportunities for children to develop their independence at lunchtime so that their progress is maximised.

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 children's activities in the indoor and the outside learning environment.
- The inspector held a meeting with the director of the setting and the manager and spoke at appropriate times to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's self-evaluation and development plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Linda Newcombe

Full report

Information about the setting

The Jack And Jill Day Nursery Ltd was registered again in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and situated in a converted school in the town of Rushden, Northamptonshire. The setting serves the local area and beyond and is accessible to all children. Children have access to three designated rooms and outdoor play areas. The setting employs 18 members of childcare staff. Of these, 13 members of staff hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday all year round, from 8am until 6pm. There are currently 150 children on roll at the setting. Children attend for a variety of sessions. The setting 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:

- extend the outside environment, by offering children opportunities to investigation and explore nature, for example, taking part in planting and growing activities

- develop children's independence at meal times further, for example, by enabling older children to put out the cutlery and to serve themselves.

Inspection judgements

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

The quality of teaching is good. All staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. The environment is well thought out and inviting to children. As a result, they are motivated in their learning. There is a good balance of both adult-led and child-initiated play, which reflect a wide range of learning opportunities. Children are confident and keen to communicate, seeking out staff to talk to or ask questions. Staff respond positively displaying thoughtful listening skills. Consequently children feel valued and supported, as they are able to extend their vocabulary and communication skills through trial and repetition. Children for whom English is an additional language are well supported by staff. For example, parents are supported to continue their children's learning at home, as staff provide them with key words for their child to practise at home. As a result, all children develop a very good acquisition of language. Mathematics is well promoted through a range of planned and spontaneous activities. Children take part in a wide variety of matching and sorting activities and routinely use mathematical language in their play. For example, children build towers with blocks, they then excitedly count them to see who has built the tallest

tower. Consequently, children are developing the skills they need in readiness for school.

Staff skilfully use open-ended questions and discussion, to promote the development of children's critical thinking skills. For example, during an activity making ice lollies, children discuss the properties of liquids and solids. As a result, their knowledge and understanding is extended and their learning maximised. Children show strong levels of freedom to explore all activities on offer. They are confident to find something of interest and show high levels of engagement in their chosen activity. Good staff deployment ensures that all children are supported during activities, as direction is tailored by children's individual needs. For example, a group of children spontaneously initiate role playing as doctors. Staff are quick to support them, by offering more resources to enhance and extend their ideas. This encourages children to explore their own play agenda. Staff use and expand children's interests to challenge them in their exploration and development of ideas. However, there is scope to enhance children's learning further in the outside environment, by extending opportunities for children to experience exploratory and investigative play. For example, planting and growing activities, to develop children's understanding of the natural world and how things grow. Children's physical development is supported well. All children have regular access to the outside environment, where they are encouraged to be more physically active. Children are also supported to be active, through listening to music and song. For example, younger children, enjoy dancing and mirroring the actions to their favourite songs.

Staff plan challenging activities, which are well thought out and meet the children's individual needs well. Children's current interests are reflected and positive interactions by staff motivate children to learn. As a result, all children make good progress in their learning. Effective monitoring and assessment systems are in place. Each child has their own learning journal; these include photographs, observations and progress summaries. Children's starting points are securely gained, through initial observations and information collected from parents when their child first starts. These are carefully tracked and monitored. Consequently, early identification of any emergent concerns can be addressed, and targeted support can be implemented to promote children's successful learning. Ongoing observations, support key persons to carefully plan children's individual next steps. This ensures children are well-appointed with their key skills needed for their next stage in learning. Parents are kept well informed of their child's progress, through regular newsletters and the setting have recently created their own website. Staff share ideas with parents on how learning can be further supported at home and parents are encouraged to contribute to children's learning in the setting, by commenting on their progress summaries.

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

Children are warmly and caringly welcomed on their arrival to the setting. Good settling-in procedures support children to become accustomed to their surrounds as initial short visits are planned, which support children to settle quickly. The key-person system is well established and children have formed good attachments. Staff treat children with respect and affection and this is replicated in the way children interact and respond to the staff. Routines follow the children's needs. As staff work closely with parents to meet children's

individual care needs and offer continuity in their care and attention. As a result, children's emotional well-being and welfare is supported well. Staff work in partnership with the local schools to help children become well prepared for their eventual move to school. For example, teachers are invited to visit the children in the setting. Consequently, children make the move to school, as confident and capable learners.

Staff routinely support children to take turns and share with their peers during their play. As a result, children learn about what acceptable behaviour is and what is not. Staff use calm and consistent methods, modelling and explaining, to ensure all children understand what is expected of them. Consequently, all children, and especially younger children, are able to play confidently alongside one another and develop good personal and social skills. Children are enabled to take some acceptable risk as staff, provide a good level of active supervision to the children, in both the inside and outside environments. For example, younger children, independently negotiate steps to gain access to another play area. While staff are still at hand, to offer support if needed and ensure their safety is maintained.

Children learn about healthy lifestyles through routine practices and by accessing fresh air and physical exercise daily. All meals are healthy and nutritious. Food is freshly prepared by the cook, who ensures that all children's individual dietary needs are catered for. Healthy snacks, such as fruit are always offered and drinking water is always accessible. Staff use daily routines and conversations to educate children on the benefits of a healthy diet. Routines support hygienic practices and encourage children to learn how to stay fit and healthy. For example, all children know to wash their hands before having food. Pre-school children benefit from having a rolling snack bar. Where they independently select their choice of fruit and prepare it for eating. This offers children the opportunity to make choices and supports their growing need for independence. However, opportunities are missed to further develop children's independence at meal times, by enabling children to set out the cutlery and supporting older children to serve themselves.

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

The leadership and management of the setting is strong. They are passionate about the welfare and education of the children. The leaders and managers monitor the educational programmes, by closely tracking children's progress. Each room leader completes cohort analyses, this supports them in identifying any gaps in children's learning. Staff have a good understanding of how young children learn and develop. They work well together to deliver educational programmes, which meet the requirements of the Early Years Foundation Stage. Leaders and managers are continuing to develop how they evaluate staff practice and the impact on the learning outcomes for children. All staff are aware of the policies and procedure to follow in their having a concern regarding the welfare of a child within the setting. All room staff are aware of the procedure they would follow should they have a concern, or an allegation is made against another member of staff. As a result, children are safeguarded and their welfare needs are well met.

The leaders and managers really value the staff team and ensure they feel respected. Leadership is motivating and the leadership team have high aspirations for quality and the

ongoing development of the setting. For example, they aspire to create a forest school area. As a result, staff are enthusiastic, motivated and their confidence is high. Good recruitment and induction arrangements are in place and all staff have completed thorough background checks. All new staff undertake an induction programme, which includes going through policies and procedures. This ensures that staff are suitable to work with children. All staff hold appropriate qualifications and have a very clear understanding of their roles and responsibilities. Consequently, children are kept safe and receive good quality learning experiences. All required documentation for the safe management of the provision is in place. This contributes to the good levels of safety and welfare provided for children.

Leaders and managers are committed to working in partnership with other professionals and settings. Staff seek to support children's specific needs, such as speaking English as an additional language or special educational needs and/or disabilities. As they work closely with other professionals. The manager, is the special educational needs coordinator for the setting and works closely with each child's key person and family to ensure they offer full support to meet children's additional needs. Consequently, parents feel welcomed into the setting by staff and feel confident about their children's progress. They are kept informed and up to date with their child's progress and achievements at parents' evenings and through daily conversations with staff.

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

Unique reference number	EY473336
Local authority	Northamptonshire
Inspection number	949733
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	150
Name of provider	The Jack And Jill Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01933315156

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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