

Jack & Jill's Private Day Nursery

22 Cliffe End Road, Quarmby, Huddersfield, West Yorkshire, HD3 4FF

Inspection date

15/08/2014

Previous inspection date

06/01/2009

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 are supported in making rapid progress from their starting points because educational programmes are delivered by skilled and knowledgeable senior practitioners, who motivate children through their enthusiasm and high-quality teaching.
- Parents are engaged in their children's learning at all levels. This means parents are knowledgeable about their children's progress and are offered high levels of support to promote their children's continuing development at home.
- Children with special educational needs and/or disabilities are very well supported because the nursery is proactive in engaging other professionals, to promote a comprehensive team approach. This means any gaps for these children are quickly narrowing and they are very well prepared for the next stage in their learning.
- The provider has an excellent understanding of the safeguarding and welfare requirements, and children's safety is given high priority. They are developing a thorough understanding of how to manage risks and, as a result, they fully understand how to keep themselves and others safe.

It is not yet outstanding because

- On occasions, coaching and mentoring of newer practitioners is not effectively focused to ensure they continue to build on the skills and knowledge they have already acquired. As a result, they have not yet developed their teaching practice to reflect the high standards of more experienced practitioners.

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 playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider of the provision, who is also the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Jack and Jill's Private Day Nursery has been registered since 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached house in the Quarmby area of Huddersfield. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 13 childcare practitioners. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 54 children attending, 42 of whom 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 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:

- build on existing systems for coaching and mentoring newer practitioners, and continue to support their professional development, so that they continually develop and improve their knowledge and practice.

Inspection judgements

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

Senior practitioners in the nursery have an excellent understanding of children's learning and development. Consequently, all children make rapid progress in their learning. Key persons gather information about children's starting from parents. This means they can accurately assess children's abilities and continue to build on the skills they have already acquired. Individual planning is completed for each child, resulting in activities being matched to children's interests and learning needs. For example, children's interest in fire engines is effectively promoted. They use the outdoor pirate ship as a fire engine and pretend to rescue each other using pulleys, water, hoses and a wide range of tools. Their play is supported by animated and imaginative practitioners, who question them to help them fully explore their theme and build narratives. Children's interest in water play is further extended as they learn mathematical concepts, such as size and capacity, through fun activities. They use outside taps to fill various containers, and they observe what happens to the water as they pour it through hoses and down pipes.

Practitioners help children to choose books from the local library, which extends their access to literature. Children are encouraged to guess what the story might be about by discussing the cover of the book. Story sessions are lively and exciting because experienced practitioners involve them in the story, skilfully questioning them and helping

them to tell the story by themselves. Questions, such as 'What do they think it might be like to have an elephant playing football in your garden?' promote detailed discussions that make them laugh, while helping them to think critically and problem solve. For example, 'How will the elephant get in if the gate is not big enough?' Children's learning is promoted well across all areas of learning, through this overall, high-quality teaching, which enables all children to develop their own interests. Communication and language is promoted highly effectively by skilled practitioners who use lots of physical gestures, facial expressions and sign language to support spoken language. As a result, children have strong foundations that support them in all areas of learning. In the exceptionally well-resourced outdoor play area, children have the freedom to explore and investigate. They use large play equipment to act out narratives with their friends and test their skills, such as sliding down the fireman's pole. They call to their friends to watch them, keen to share their achievements. Children plant a wide range of vegetables in a separate area, which has also been carefully designed to promote sensory play. Practitioners encourage children to explore the smells and textures of different plants, including lavender and thyme.

Detailed observations and assessments are completed by knowledgeable key persons. This ensures information shared with parents about their children's progress is precise and accurate. Assessments are used effectively to monitor children's progress, and to identify and plan for their next steps in learning. Children who are not meeting their expected milestones are identified quickly through this effective system. Those with special educational needs and/or disabilities make swift progress from their starting points because educational programmes are designed to meet their individual learning needs. Experienced key persons are proactive in engaging additional support from other professionals, and they work closely with them to give children the best opportunities to learn. This results in children being provided with intense support where needed. For example, there is a strong focus on sensory play and displays, and books in braille promote understanding of written words for children who are moving on to school. This means children are provided with the skills they will need to build on their continued learning in preparation for school. Information is shared with parents through regular progress reports, which keep them well informed of their children's development. The progress check for children between the ages of two and three years is completed and shared with parents. They are also invited into the nursery to discuss their children's progress at any time, for example, they can attend a 'drop in cafe' if they choose to. This ensures they are fully involved in monitoring their children's development and in setting next steps in their learning. Parents' comments complete this two-way sharing of information and, as a result, children are effectively supported and their ongoing progress is promoted. Established partnerships with the local schools mean information about children's learning is shared. Therefore, children enjoy continuity in their learning when they move on to school.

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

The key-person system in robust, supporting partnerships with parents and ensuring information about children's well-being is shared. Comprehensive information is obtained from parents when children enter the nursery. This ensures key persons have detailed information about children's individual needs. Caring and attentive practitioners use the

information to help children settle, and to ensure each child develops secure attachments early in their care. All children demonstrate they are happy, and feel safe and secure. The newly refurbished baby room provides a spacious, comfortable area where the youngest children can play safely and relax. Children are supervised well and kept safe at all times. They are taught to risk assess for themselves. For example, they learn how to use crates and ropes safely during their play and they learn about road safety during trips to the local park. As a result, they are developing a thorough understanding of how to protect themselves from danger.

Children's behaviour is very good because practitioners act as positive role models. Clear explanations help children to understand consistent boundaries and, as a result, they are developing a thorough understanding of right and wrong. There is a strong focus on promoting children's personal, social and emotional development. Practitioners promote an effective ethos of teamwork, which includes both adults and children. They ask children to help with tasks and offer them continuous praise and encouragement, which help to build their confidence and self-esteem. Children use good manners and show respect as they listen and respond well to practitioners and each other. They develop their social skills through a wide range of experiences. For example, they play cooperatively during role play as they act out their learning experiences from home, such as visiting the hairdressing salon. They sit together at mealtimes and this helps them to learn how to behave in different social situations because they interact well and enjoy the company of their peers. Children are developing their understanding of equality and diversity, and the community they live in through a wide range of activities. Parents from different countries are encouraged to share information about their lives in their home countries. Also, through imaginative activities, practitioners help children to understand how it might feel to have visual or hearing impairment. As a result, children are learning to embrace and respect each other's differences and, consequently, they are building secure peer relationships. To help children prepare for the move to school, they experience daily routines that reflect those of the school environment. For example, they find their names and register their attendance when they come into the nursery each day and serve themselves at mealtimes. As a result, they are emotionally prepared for the environment they will experience when they move on to school.

The very well-resourced outdoor area provides children with a wide range of opportunities for enjoying outdoor teaching. They also access local parks, where they use large play equipment and enjoy a range of team games. This helps them to understand how exercise supports their overall health and well-being. Children enjoy a variety of freshly cooked, nutritious meals. Menus are shared with parents and they are asked for their ideas. Discussions at meal times help children to understand how a balanced diet keeps them healthy. Children learn personal hygiene through everyday routines, such as washing their hands and brushing their teeth. They learn to use the toilet independently and this means they can attend to their own personal care when they move onto school.

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

At the time of the inspection the provider was providing childcare for children who are older than the early years age group, but she was not registered to do this. This is a breach of the legal requirements of the Childcare Register. However, older children are supervised well and their care is managed effectively to ensure they do not have a negative impact on younger children. Ofsted were contacted immediately and this oversight has now been resolved. Children's safety is given utmost priority. Recruitment procedures are rigorous. Children are very well protected because they are cared for by experienced practitioners, whose suitability has been checked through robust recruitment and vetting procedures. All practitioners have a good understanding of their responsibility to protect children from harm. There are clear procedures in place for reporting concerns about children or adults. The majority of practitioners have attended safeguarding training, and the provider makes sure new practitioners are able to identify the signs and symptoms that indicate children may be at risk. There are clear procedures in place that govern the use of mobile phones and cameras within the nursery, and these are effectively implemented. Detailed risk assessments are completed to ensure children are kept safe while on the premises and during outings. This ensures they are supervised well and protected at all times.

The provider and practitioners are committed to the ongoing development of the provision. They monitor and evaluate the service they provide through effective self-evaluation, and work as a team to ensure they drive and secure improvements. The educational programmes are closely monitored to ensure each child achieves to the best of their abilities in all areas. Practitioner's ongoing development is promoted through clear performance management strategies, including effective supervisions and appraisals. These are used to identify practitioner's strengths and assess any future training needs. Senior practitioners are good role models and they work alongside newer practitioners to help them develop their knowledge and skills. New practitioners are supported by the manager who coaches and mentors them to extend their skills. Although, on occasion, this is not effectively focused to ensure they continue to build on the skills and knowledge they have already acquired. As a result, they have not yet developed their teaching practice to reflect the high standards of more experienced practitioners.

Partnerships with parents and other professionals are excellent. Practitioners work very closely with them to ensure children who are not meeting their expected milestones are fully supported. Comprehensive information is shared and exchanged to meet children's needs and promote their ongoing learning and development. Parents receive constant feedback, regarding their children's daily care and progress, through informative discussions, daily diaries and regular progress reports. Parents, spoken to during the inspection, show that they are very happy with the provision and their children love attending. They confirm practitioners are very approachable and supportive. The provider is very accommodating, which helps parents to balance their busy lives and they can go to work knowing their children are well cared for. Excellent working partnerships with other professionals ensure children receive high levels of support across all areas of learning and development.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	311268
Local authority	Kirklees
Inspection number	864981
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	54
Name of provider	Jack & Jill's Nursery Ltd
Date of previous inspection	06/01/2009
Telephone number	01484 656854

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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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