

Jack & Jill Nursery

West Road, Prudhoe, Northumberland, NE42 6HR

Inspection date

17/12/2014

Previous inspection date

14/07/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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 make outstanding progress in their learning because the skilled staff team complete rigorous observations and assessments of them as they play. Children's next steps in learning are clearly identified and extremely well supported through challenging activities that motivate them to learn. As a result, children make rapid progress towards the early learning goals.
- Staff are highly motivated and enthusiastic in their approach to caring for children and strive to provide high quality care and education for the children in their care. Relationships between the children and staff are good, fostering a strong sense of belonging. Children are confident learners, who enjoy their time at the provision.
- Children's welfare and well-being are very well promoted in the nursery. There is a comprehensive awareness of safeguarding issues among staff, all of whom are suitable to fulfil the requirements of their role and have had appropriate checks carried out.
- Members of staff use a calm, positive approach to managing children's behaviour, which takes into account children's understanding and maturity. Consequently, children's behaviour is exemplary and they display kindness and concern for the other children attending.
- Partnerships with parents are outstanding to support children fully and ensure clear quality information is shared to promote their learning and development successfully.
- A well-established key-person system is in place. This ensures all children form secure emotional attachments with staff members who clearly know them well.

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.

Inspection activities

- The inspector observed activities in the main classroom and adjoining hall.
- The inspector conducted a joint observation with the manager and held a meeting with her.
- The inspector looked at a sample of 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

Anthea Errington

Full report

Information about the setting

Jack and Jill Nursery opened in 2002 and is run by a committee. It operates from rooms within Prudhoe Methodist Church. Children have access to a large designated classroom, adjoining dining room, small lounge and large church hall. A small outdoor area is available for outdoor play. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 8.30am until 2.30pm, term time only. Children attend for a variety of sessions. There are currently 32 children in the early years age range. The nursery receives funding for the provision of free early education for two, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children. There are currently five staff working directly with the children, three of the staff have appropriate qualifications at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's recognition of numbers even further, for example, by introducing number lines that they can see more easily.

Inspection judgements

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

The nursery is led by a dedicated and enthusiastic management team who strive to provide high quality care and education for the children in their care. The quality of teaching is consistently high as all staff have a superb knowledge and understanding of the Early Years Foundation Stage. Staff are experienced and confident, and recognise and value their role in supporting children to reach their fullest potential. For example, they have high expectations of children and complete regular detailed observations and assessments, which note children's achievements and identify their next steps in learning. In addition to these, photographs and examples of children's own work are gathered in well documented learning journey record books. Key persons clearly know the children well and are highly successful at observing and noting children's development. Initial assessments, alongside discussions with parents, support them in gaining an exceptional understanding of children's learning and development. They use this knowledge to undertake individual planning with very clear learning objectives for each child. For example, they recognise when children need additional support with regard to their personal, social and emotional development, and ensure they are fully supported throughout their time at pre- school. Staff members also meet with parents during each term to discuss their child's on-going progress, in addition to sharing daily information with them. This provides parents with very good opportunities to share their views with regard to the planning for their individual children. Staff frequently update tracking

information that plots the progress children make against each of the areas of learning. The progress check for children aged between two and three years is completed and shared with parents. This ensures that early intervention services for children who might need additional support are engaged swiftly and effectively. As a result, all children, including those with special educational needs and/ or disabilities, make outstanding progress in their learning, and are extremely well supported through challenging activities that motivate them to learn and make rapid progress towards the early learning goals.

Children have the key skills needed for the next steps in their learning, and ultimately school, as they progress extremely well towards the early learning goals. They are extremely comfortable and familiar with the daily routine as they take part in the many exciting activities available to them. Children's language and literacy skills are given high priority and staff engage fully in children's play and conversation. For example, to ensure children's full attention during circle time, they encourage children to look at them firstly, and then ask challenging questions to engage children in practising their language skills further. They ask, 'Can you remember what happened to the trees when it got cold?' and 'What happens to the animals in the winter?' Children reply confidently that the leaves have fallen off the trees and that they made pictures with them. They state the little animals have gone for a long sleep and demonstrate their understanding further when they explain this is called hibernating. Staff carefully listen to their responses, giving them time to speak, demonstrating that they value what children have to say and provide them with lots of meaningful praise and encouragement. This in turn provides children with the confidence to speak out and demonstrates their willingness to respond and have a go for themselves. During well planned and resourced party games, staff skilfully support children's learning even further with regard to their early reading skills. For example, with support from staff children attempt to read aloud the short phrases found beneath the wrapping paper. Children also have many opportunities to practice their early writing skills and staff members again use very good teaching skills to engage them in their learning. For example, an attractive role-play area has been adapted as a 'Santa Claus' workshop, and children engage in making many lists using the wide range of mark making resources available. Outdoors, they use brushes and pots of water to make marks, which also supports their physical development, developing their muscle control as they learn to grasp the crayons and tools and perfect their early writing skills.

All children thoroughly enjoy and develop their creative skills extremely well, as they benefit from an extensive range of structured crafts, painting and drawing resources, which are readily accessible. These are often based around seasonal activities, world events and different cultural festivals. For example, Halloween crafts, Diwali and Guy Fawkes and Christmas decorations. Children also have lovely opportunities to learn about and be involved in their own local community and special events. For example, they have recently decorated the local fish and chip shop with their own Christmas decorations, and become involved with 'messy church activities' within the host church. Children's literacy skills are extremely well fostered through the provision of a wide variety of high quality books. Staff read books to children and make excellent use of expression to engage and enthuse them. This enables children to listen well to stories. Toys and resources are clearly labelled and the environment is rich in print. Number rhymes, songs and counting activities are used to support early maths skills; however, there is scope to build on children's interest in numbers even further. Although small, the outdoor play area is

exceptionally well resourced and provides excellent opportunities for children to enjoy fresh air, be active and use a range of large and small equipment to develop their skills. They experiment as they roll balls down drain pipes and discover the effect of wind as they trail ribbons behind them, which contributes to their understanding of nature and the world. Overall, children demonstrate an extremely enthusiastic approach to learning, which supports them well in developing the key skills they need for the next steps in their learning and to be ready for school.

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

Staff create a warm, bright and extremely welcoming environment, which supports children's all-round development. They ensure the environment, both indoors and outdoors, is highly stimulating, and provide exciting and enticing activities that are well organised to enable children to make independent choices about what they want to do. There is a very good selection of children's own work and photographs displayed around the nursery, which also helps to ensure a sense of self and belonging. As a result, children are extremely confident and self-assured within their surroundings. Staff are very caring and show sensitivity as they respond to the individual needs of all children. Children benefit from extremely warm and caring relationships with all staff members and key persons who clearly know the children well. Staff generate good partnership working with parents in order to support children. They help new children to settle easily because they provide an individualised settling-in programme that is tailored to meet each child's needs. Consequently, this supports children's emotional well-being and helps them to make a smooth move from home into the nursery. In addition, staff members also consider how they can help children as they move onto school, ensuring children are emotionally prepared for change. For example, they talk to the children about their move to school, go along with them for introductory visits and invite school teaching staff into the nursery to meet the children before-hand.

Children develop very good self-care skills as they wash their own hands prior to snacks and meals, and attractive posters above hand washing sinks provide children with a constant reminder about the importance of good hygiene. In addition, staff talk to them about the importance of hygiene and encourage them to carefully dry their hands on individual towels provided. Consequently, very good hygiene practices are followed to ensure children's health needs are fully met. Although the inspection took place on party day and children enjoyed a range of treats, staff members still took the opportunity to promote healthy lifestyles and are good role models to children. They sit with them during snack times talking to them about the benefits of healthy foods in addition to gaining fresh air and exercise. Furthermore, to support children's understanding, extensive displays of healthy eating options and exercise are evident throughout the nursery. These show photographs of children being involved in making healthy snacks, such as porridge, and engaging in outdoor energetic play.

Staff members are extremely skilled in ensuring children's safety and teaching children to become aware of their own safety. For example, they ask children to judge for themselves whether there is sufficient space around them while playing enthusiastically with balloons. They encourage them to think about how they position their legs while sitting in groups to

ensure no one is hurt. This is further compounded by the clear boundaries that are in place within the nursery. During outings, children learn the importance of road safety and also take part in regular fire evacuation practice. Ongoing risk assessments ensure accidents are minimised to further promote children's safety. Children's behaviour and manners are exemplary and they say 'please' and 'thank you' as part of their normal daily routine, in addition to special events. For example, without being prompted they happily thank Father Christmas for the present he brings them. They listen to others when they are speaking and are fully aware of the staffs' high expectations for their behaviour. Children continue to demonstrate their kindness and respect for one another and indicate to staff members which child has not had a turn to open the parcel. They then happily and gently hand over the parcel to their partner. Children's ability to communicate well with other children and adults, behave well, and their growing independence means that they are extremely well prepared for their move on to school.

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

Children are extremely well safeguarded, with high quality, robust policies and procedures that are shared with parents. The manager and staff team demonstrate an excellent understanding of how to effectively safeguard the children in their care, as they have a comprehensive knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have all recently attended training and are clear about the steps to take if they were concerned about a child in their care. All required documentation is meticulously maintained and all staff members have been suitably vetted. High quality risk assessments and ongoing safety checks ensure that both the indoor and outdoor play areas, as well as venues for outings, remain safe and risks to children are minimised. This maintains the safety and well-being of children.

Staff are experienced, enthusiastic and highly motivated. They demonstrate a great enthusiasm for their work and a commitment to improving achievement for all children. Staff work extremely well together to monitor and evaluate the educational programmes for the children, to ensure that all areas of learning are appropriately covered throughout the activities. Performance management systems are in place and staff are well supported through regular supervision and meetings. Self-evaluation is thorough and takes into account the views of parents and children. Parent's contributions are valued and collected through discussion with them and through the use of questionnaires, daily discussions and exit surveys. Children are observed daily and their achievements are noted, which enables staff to assess their learning and plan an exciting range of challenging activities, based on children's individual interests. Recommendations made from the previous inspection have been fully met. The manager along with the staff team demonstrates a strong drive to improve the nursery and has a clear and successful improvement plan, which measures the impact that supports children's achievement over time. The manager and staff work well with local authority professionals, which further enhances all aspects of the self-evaluation process.

Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. The nursery has highly successful partnerships

with parents, which support children's individual needs extremely well. Parents are provided with copies of all policies and procedures, and complete a detailed settling-in form when children first start. This allows the staff members to get to know children very well right from when they first start. Parents are invited to termly meetings to discuss their child's development, in addition to exchanging information on a daily basis, which all helps to support and to follow up their child's next steps for learning. Parents are extremely complimentary and make comments, such as they fully trust the experienced and caring staff team with the care of their children, who they know provide excellent teaching to each of their children. They state that their children are making great progress in their early reading and writing skills, and they are confident that this will support them well as they move on with their education. The nursery works closely with other professionals to ensure children are further supported in their care, learning and development. For example, the local authority inclusion team are invited into the setting to discuss the support, which can be given for those children who may have special educational needs and/or disabilities, and staff work closely with them to ensure all children's needs are fully 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	EY230785
Local authority	Northumberland
Inspection number	869930
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Jack & Jill Nursery Committee
Date of previous inspection	14/07/2009
Telephone number	01661 832469

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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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