

Jack & Jill's Childcare Plympton

Hillcrest Close, Plymouth, PL7 2ET

Inspection date	13/10/2014
Previous inspection date	14/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children have a bright and welcoming room in which to play, where they access and play with resources confidently.
- Staff establish positive relationships with parents and other professionals to support children. This provides a shared approach to children's learning and development.
- Staff provide children with healthy snacks, which helps to promote a healthy lifestyle.
- Staff promote children's positive behaviour well, helping them learn right from wrong.

It is not yet good because

- Staff do not manage sleep times effectively so they can hear children at all times in the sleep room. They do not fully support those children that wish to rest in the playroom, so they can do so undisturbed.
- The organisation of daily routines, in particular group times, do not successfully engage all children and meet their individual learning needs during these times.
- Staff do not always challenge and question children in their play to extend their learning.
- There are fewer resources for children to play with that support their early writing skills and to help them to learn about diversity as they play.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children at play in the playroom
- The inspector held discussions with the nominated person, the manager and staff
- The inspector sampled documentation including some policies, procedures and risk assessments
- The inspector looked at children's assessment records of their progress
- The inspector undertook a joint observation with the manager

Inspector

Sally Hall

Full report

Information about the setting

Jack & Jill's Childcare Plympton (formally Little Tugs Royal Naval Crche) registered in 2007. They occupy rooms within the Naval Area Community Centre in Plympton, near Plymouth. Children have use of a main playroom, outdoor play area and access to the social club room within the centre for physical play. Young babies have a small base room for play and sleeping. The setting is managed by a board of trustees, and registered on the Early Years Register and the compulsory part of the Childcare Register. They operate from 8am to 5pm, and an after school club runs from 3pm to 5pm, each weekday. There are currently 46 children on roll in the early years age group. They also offer care for children aged between six and eight years during the school holidays, who share the same facilities as the early years age children. The setting receives nursery education funding for two-, three- and four-year-old children. They employ five staff to work with the children who all have appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve sleep arrangements for all children, so those that use the sleep room are monitored and can be heard at all times, and those that wish to rest or sleep in the playroom can do so undisturbed
- improve the organisation of daily routines, in particular at group times, so they engage all children and meet their individual learning needs
- improve staff interaction with children to provide appropriate challenges based on children's individual learning needs, and to make better use of questions to extend their thinking and early language.

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

- ensure resources are more readily available to promote children's early writing skills in a wider range of activities and play, and to reflect diversity to help them to learn about differences

Inspection judgements

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

Children have a bright and welcoming environment in which to play and learn. Staff have welcomed advice from the Early Years Advisory Teacher and introduced labels and numbers around the setting to help children learn that print carries meaning. Staff support children new to the setting with reassuring cuddles. This helps children to begin to feel safe and secure and become familiar with the routine for the day. Staff do not always organise daily group activities well to meet the needs of all the children. This means that during some planned group times, for example, story times, staff are not able to manage children's individual levels of ability and interest, to engage them fully so they benefit from the activities. This means some children lose interest and wander off to find other activities of their choice, and those that are keen to join in and listen become distracted.

Children confidently choose what they would like to play with. This helps them to develop their independence. They are keen to show what they have made out of construction toys. Younger children learn to solve problems by playing with shape sorters and gain an understanding of how toys work by playing with technology toys. Older children learn the days of the week and they talk about the weather and sing action songs at circle time. Staff use a map of the world to encourage children to look at and talk about where their parent is on deployment. Staff keep in contact with those parents who are serving away, sharing their child's progress by email. This ensures that both parents are involved in their child's learning and development. Staff complete the progress check for two-year-old children to identify their achievements and areas where they need more support. They provide a copy for parents, and use this information to support the planning process.

Children have a key person to support them as they play. Staff complete observations of the children and assess their learning and development. This helps them to track the progress children are making and to plan for children's next developmental steps. However, staff do not always use this information during their interactions with children to extend the learning further. For example, when making models with play dough, staff did not always ask questions to extend children's thinking skills and their early language, by asking children to think about what might happen next. During pretend play, staff did not extend children's knowledge of shopping and different foods, or introduce number language and recognition of numerals, a key next step for some children.

Toys and resources are easily accessible, allowing children to make their own choices. However, fewer resources are available that reflect diversity and help children learn about the wider world during their play. Resources to help children with their early writing skills are set out at planned times only during the day. This limits children to develop their early writing skills spontaneously in their chosen play at other times. Children enjoy role play, pretending to make cups of tea and strawberry and chocolate milk shake, asking 'do you like it?'

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

On arrival, a member of staff warmly welcomes children and parents. Most children settle happily, and staff give comfort when this is not the case. Staff are not able to successfully meet all children's varying and individual needs well during some planned grouped

activities and daily routines. This means some children do not settle and engage in the activity. Also, when some children want to rest or sleep in the main playroom, staff do not ensure they can do so undisturbed by others. This impacts on their enjoyment of learning and individual routines.

Staff promote children's good hygiene very well in the nursery. Children are familiar with the routine of washing hands before meals. They enjoy a cafe-style snack time of healthy snacks, which promotes their good health. Children bring a packed lunch from home and staff teach them to eat their savoury items first. Staff do not always challenge the older children to learn to pour their own drinks at snack time. Children have an enclosed outside play area in which to play, weather permitting, with a range of toys and activities to use. For example, ride-on-toys, a slide, water tray, logs and the opportunity to plant and grow vegetables. These help children to balance and gain control and co-ordination of their bodies, as well as learn about the natural world and the food chain. Staff are able to see children through the glass door in the sleep room. Whilst the expectation is that they check them every ten minutes, there is no system or device in place to hear if children are undisturbed and safe as they sleep. This becomes a problem when, at times, the noise levels in the playroom are high, making it difficult to hear those in the sleep room.

Staff promote children's good self-esteem using praise and reassurance. This positively develops children's emotional well-being. Staff promote children's behaviour positively by teaching them right from wrong and helping them to share and take turns. Consequently, children play well alongside their friends. They listen clearly to instructions and respond appropriately for example, at tidy-up time. The nursery has good links with the local school. Children have occasional visits and join in school activities for example, they attend sports day. This helps children to become familiar with the surroundings before they start school.

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

Management have clear systems in place for the safe recruitment of staff to ensure they are suitable to work with children. They carry out supervision and appraisals to identify staff strengths and areas for their development, including training. However, these systems are not fully successful to provide improved outcomes for children through staff interaction, the daily routines, planned activities and free range of resources. Therefore, although overall, children meet the expected developmental stages in relation to their starting points and age, they do not all make good progress in their learning and development.

Staff complete risk assessments and carry out daily checks of the premises to maintain a safe environment for children to play. They follow good procedures during children's times of arrival and departure to monitor children's whereabouts. An attendance record of children and visitors means it is clear who is in the building at all times, especially in the event of an emergency. Staff have completed safeguarding training. They have a secure understanding of the procedure to follow in the event of a child protection concern to

protect children's welfare.

Partnership with parents is given high importance and staff work closely with them to share their children's learning journals and termly reports. This helps parents to support their child's learning at home. Staff provide a daily diary for parents on request. Parents are able to ask staff to work on an area of learning with their child that they have identified from home. This helps to support a shared approach to children's learning and development. Staff provide valuable assistance to parents. They link with outside agencies to gain advice and support when meeting children's individual needs. This provides children with the appropriate intervention. The nursery has an open-door policy, helping parents to feel welcome at any time. Parents are involved in fund raising and social events. This gives them the opportunity to get to know their child's key person during informal occasions.

The nursery regularly reviews their practice to identify some areas for their own development. Although, there are still weak aspects for them to focus on to improve children's well-being, and learning and development. The nursery seeks advice and support from their local authority, which is starting to show some improvements to the learning environment. The required policies and procedures are all in place to meet the legal requirements of the Early Years Foundation Stage. The setting share their policies with parents so they are clear of the procedures staff follow when caring for their children.

The Childcare Register

The requirements for the compulsory 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	EY366700
Local authority	Plymouth
Inspection number	829012
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	46
Name of provider	The Royal Naval Pre School Learning Organisation Committee
Date of previous inspection	14/10/2008
Telephone number	01752 341963

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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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