

Jack and Jill Nursery (Brimstage)

Brimstage Village Hall, Brimstage Road, Higher Bebington, Wirral, Merseyside, CH63 6HD



Inspection date

1 July 2015

Previous inspection date

2 June 2010

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The manager does not ensure that there are always sufficient staff on duty to meet the requirements of the Early Years Foundation Stage first thing in the morning. This means that children's safety and well-being cannot be assured.
- Planned activities are not based on a broader awareness of what children know and can do. Staff focus for too long on a few specific next steps in children's learning. Consequently, there is insufficient challenge for some children.
- Managers have not fully implemented a new process to monitor the progress of different groups of children. The manager's supervision of staff is not sharply focused on improving children's learning through robust assessment.
- Staff do not provide enough resources for imaginative play in the room for children aged one to two years.

It has the following strengths

- Children who have special educational needs and/or disabilities are very well supported. Staff work closely with parents and outside agencies to meet each child's needs. Targeted plans are implemented, helping children to achieve incremental goals.
- Parents speak highly of the nursery and feel involved in their child's learning because staff offer a variety of innovative ways to keep them informed.
- Children develop good levels of independence. For example, they show motivation to learn as they scoop out their own cereal at breakfast time, wash their own hands or get their own water to drink from the low-level sink.

What the setting needs to do to improve further

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

- ensure that the ratio requirements are met at all times
- use the information gained from observations of children's play more regularly, in order to inform the precise planning of activities that challenge and extend children's learning.

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

- implement fully the process for monitoring children's overall progress, in order to identify if various groups of children are making equal progress in all areas of learning, given their starting points
- increase the range of imaginative resources available to children in the room for children aged one to two years
- sharpen the focus of staff's performance management, in order to support staff further in assessing children's ongoing development.

Inspection activities

- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of health and safety documentation, information used to evidence the suitability of staff and first-aid qualifications.
- The inspector observed activities and care practices in the playrooms and within the outside play area. She conducted a joint observation with the manager.
- The inspector spoke with children and staff. She also held a meeting with the manager, the quality manager and the director.
- The inspector took into account the views of parents and carers spoken to during the inspection.

Inspector

Valerie Aspinall

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff regularly observe children in their play and identify some of the next steps in their learning. However, for some children, staff do not review their progress frequently enough or in enough detail to ensure that they are making good progress in all areas of learning. This means that for some children, the focus for planned activities stays the same for many months. Nevertheless, children access a range of activities everyday. Staff teach children to recognise numbers as they count the numbered teddies in the garden. Babies are offered a range of sensory experiences, including, paint, sand, shaving foam and baked beans. This helps them to begin to recognise differences in texture. Toddlers join in singing songs and rhymes. This helps them to develop their speaking and listening skills in preparation for moving on to the pre-school setting. Parents contribute to an initial assessment of their children's achievements and are invited to parents' evenings, helping them to extend their children's learning at home.

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

There have been a number of occasions when there are insufficient staff on duty first thing in the morning. This breach in the Early Years Foundation Stage requirements potentially puts children at risk. However, when all staff have arrived, children's emotional needs are supported by kind, responsive staff. Children have the choice to play outside or inside for much of the day and on warm days, staff ensure children are protected from the sun and drink lots of water. Children's physical skills develop as they climb, balance and dig outdoors. Indoors, there are cosy places for children to sit with their key person and enjoy a favourite story. However, in the room for children aged one to two years, children do not have access to a wide range of imaginative resources to help promote their imaginative play. Staff get to know children's individual needs when they attend flexible settling-in sessions. Children frequently visit the nursery's pre-school setting nearby to play with their older siblings or to prepare them for moving on to this setting. Children are well behaved and are learning to cooperate. For example, children excitedly wait their turn to join in a game of trying to wobble a ball off a low-level canvas sunshade.

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

The manager has failed to ensure that there are sufficient staff on duty at the beginning of each day, on a number of occasions. Consequently, she does not have a clear understanding of the requirements of the Early Years Foundation Stage. However, the staff team are well qualified and children benefit from the experience of additional staff who have completed extra, specialist training. For example, the special educational needs coordinator, who works across all the nurseries in the group. This ensures that in the main, children's needs are well met. However, methods of supporting staff's practice are not sharply focused. Consequently, their assessment of children's attainment is not robust. Staff have a good understanding of child protection and safeguarding procedures. They are able to refer any concerns they have about a child's well-being. The management

team are reflective and strive to improve practice by consulting with staff and parents. They have recently implemented a new tracking system to monitor children's progress across all areas of learning. However, this is not fully established and so the manager has not yet collated or analysed any data to identify if all children are making equally good progress in all areas of learning.

Setting details

Unique reference number	EY403311
Local authority	Wirral
Inspection number	850498
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	65
Name of provider	Wirral Nurseries Limited
Date of previous inspection	2 June 2010
Telephone number	01513426666

Jack and Jill Nursery (Brimstage) was registered in 2009 and is one of six settings owned and managed by Wirral Nurseries Limited. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-year-old children and supports children with special educational needs and/or disabilities.

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