

Jack & Jill Childcare

25 Courtland Road, Torquay, Devon, TQ2 6JU



Inspection date

Previous inspection date

11 August 2015

7 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Group times are not always effective because staff do not fully consider children's individual needs and abilities. As a result, many children lose interest, which distracts those who are trying to participate and limits the learning opportunities.
- The outdoor environment supports children's physical development well. However, staff do not provide a broad range of resources outdoors that cover all areas of learning, to support the development of children who choose to play outside.
- Staff do not consistently challenge pre-school children to solve problems for themselves because they show children how to do things and do not make good use of effective questioning.
- Children do not have easy access to a broad range of books or writing equipment in their self-chosen play, to support their literacy development.

It has the following strengths

- The manager ensures staff have an appropriate understanding of how to safeguard children, including how to raise and refer concerns relating to children's welfare.
- The manager closely monitors the progress that different groups of children make and uses this information well to review the planning of some small group activities.
- There are appropriate partnerships with parents and other settings to enable the sharing of information regarding children's learning and experiences.
- Consistent hand-washing routines and nutritious home-cooked meals promote children's healthy lifestyles.

What the setting needs to do to improve further

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

- improve the organisation and teaching of whole group activities to stimulate and engage children, by providing appropriate challenge and learning opportunities that meet their individual needs.

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

- ensure the outdoor play areas contain a broad range of resources that cover all areas of learning
- improve staff's use of questioning to provide more opportunities for children to think and solve problems in their learning and play
- develop the literacy programme so that children have more opportunities to look at books and practise their early writing skills in their self-chosen play.

Inspection activities

- The inspector observed activities and the quality of staff's interactions in each of the playrooms and in the garden.
- The inspector completed a joint observation with the manager.
- The inspector spoke with the manager and staff at appropriate times during the inspection.
- The inspector took account of the views of parents and children.
- The inspector sampled a range of documentation, including children's development records, staff's suitability checks, and policies and procedures.

Inspector

Sarah Madge

Inspection findings

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

Staff know the children well and plan activities that overall, meet their needs. However, the quality of teaching is variable, which means that children do not make as much progress as they might. For example, during story time with older children, staff read a long book but did not engage children effectively through ongoing discussion. Additionally, staff spent too long welcoming each toddler at the start of a group activity, which meant that others had to sit and wait. As a result, children become restless and uninterested, and begin to distract other children around them. Furthermore, the quality of staff's interactions with children does not always extend children's thinking and enable them to solve problems for themselves. Nonetheless, staff generally support children's communication and language skills well, such as when holding 'conversations' with babbling babies. Children demonstrate good physical development as they competently use the various resources in the garden to move in different ways.

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

Staff do not always provide high-quality learning experiences to motivate and engage children. The outdoors area does not always contain sufficient resources to promote a broad range of skills. For example, at times, children are only able to choose equipment to support their physical skills. Additionally, staff do not provide a good variety of resources to encourage children to read and practise their early writing skills in their self-chosen play. However, staff effectively model social skills that help children to form friendships and look after each other. For example, a child offers to help their friend take off their shoes. Consequently, children are secure, behave well and follow staff's instructions. Staff nominate older children to become 'helping hands', whose responsibilities include setting up the dining room for meals. These activities help to prepare children emotionally for the move to school and their future learning.

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

The management has an appropriate understanding of their responsibilities to safeguard children. They ensure the security of the premises through a keypad entry system and staff know to help children move around the nursery safely. Staff receive adequate support through the appraisal and supervision process. This helps to identify training needs and contributes towards their professional development. Staff qualifications help to develop their skills to provide better emotional support for children through life and nursery changes. There are appropriate arrangements to evaluate the nursery, which include the opinions of parents and children. Staff asked for, and took account of, children's ideas when redesigning the garden. This helps them to make some changes to practice.

Setting details

Unique reference number	EY286273
Local authority	Torbay
Inspection number	837512
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	123
Name of provider	Pamela Nelson
Date of previous inspection	7 February 2011
Telephone number	01803 612613

Shiphay Day Nursery established in 1992 and re-registered as Jack and Jill Childcare in 2004. The nursery is privately owned and managed, and operates from a residential area on the outskirts of Torquay. The nursery is open from 7.30am to 6pm Monday to Friday, for 51 weeks of the year, not including bank holidays. There are 22 members of staff, including a chef, 17 of whom hold early years qualifications to at least level 2. Four members of staff are currently working towards appropriate qualifications. The nursery provides funded early education for those aged two, three and four.

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