

Jack and Jill Nursery

53 Millfield Road, Bromsgrove, Worcestershire, B61 7BT



Inspection date

8 December 2015

Previous inspection date

6 December 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Risk assessments and record keeping are not good enough to ensure children and staff are kept safe at all times.
- Self-evaluation is not up-to-date. The registered person and staff do not have an accurate understanding of what the setting does well and what it needs to improve.
- The registered person does not have effective systems in place to monitor and improve the quality of teaching, the range of activities provided and children's progress.
- Some staff do not have the skills and knowledge required to meet statutory requirements. Consequently, teaching is weak. Staff do not monitor children's progress systematically. Children are not sufficiently challenged as they are not provided with activities and play that are matched to their differing abilities. They do not make the progress of which they are capable.
- The registered person does not have appropriate procedures in place for staff supervision. Consequently, gaps in children's learning and staff's knowledge are not identified.
- The key person system is ineffective. Staff's lack of skills and knowledge mean they are unable to ensure every child's learning is tailored to meet individual needs.

It has the following strengths

- Children behave well, are settled, they feel safe and are happy.
- Staff develop positive relationships with parents. They ensure that parents are kept informed about how children have spent their day.

What the setting needs to do to improve further

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

	Due Date
■ establish secure knowledge of the safeguarding and welfare requirements, and take appropriate action, in order to keep children safe and well. This particularly relates to staff working alone with children and maintaining accurate records of Disclosure and Barring Checks	18/12/2015
■ establish secure knowledge of the safeguarding and welfare, and learning and development requirements in order to evaluate accurately what needs to improve. Ensure all staff have the appropriate qualifications, skills, knowledge, experience and a clear understanding of their role and responsibilities	22/01/2016
■ improve the monitoring of teaching, the activities provided and children's progress in order to establish an accurate knowledge of any gaps in children's learning and take swift action to ensure all children make suitable progress	22/01/2016
■ support staff to undertake appropriate training and professional development to gain the necessary skills and knowledge they need to be able to assess children's learning and offer good quality learning experiences for children across all areas of learning	22/01/2016
■ put appropriate arrangements in place for the supervision of all staff who have contact with children and families. Ensure the supervision arrangements foster a culture of mutual support, teamwork and continuous improvement to enable staff to improve their personal effectiveness	08/01/2016
■ take all reasonable steps to ensure staff have the appropriate training, support and skills to enable them to implement an effective key person role. Ensure staff are deployed appropriately so that they are able to support all children to make at least good progress	08/01/2016
■ ensure that a sufficient number of persons is present at all times on the premises to ensure the safety and welfare of children (Also applies to the voluntary part of the Childcare Register)	11/12/2015
■ ensure that any person caring for, or in regular contact with, children; and any person who lives or works on the premises where childcare is provided: is suitable to work with children, which must include an enhanced Disclosure and Barring Service check. (Also applies to the compulsory part of the Childcare Register)	11/12/2015

Inspection activities

- This inspection took place due to concerns about the leadership and management of the setting.
- One of Her Majesty's Inspectors carried out this inspection.
- The inspector observed activities in the play room and the outside learning environment.
- The inspector checked evidence of suitability and qualifications of the staff, risk assessments and policies and procedures.
- The inspector spoke with the registered person, the deputy manager, staff, parents and children at appropriate times throughout the day.
- The inspector looked at children's assessment records and planning documentation and staff records.

Inspector

Joy Mumby, Her Majesty's Inspector (Early Years)

Inspection findings

Effectiveness of the leadership and management is inadequate

Leadership and management are ineffective. There is a lack of clarity about the deputy manager's role. The manager delegates leadership tasks to the deputy but she has too little time to complete these effectively due to being part of the child-adult ratio. The registered person and deputy are also unaware of the gaps in staff's knowledge and children's progress. These shortcomings, combined with the registered person's lack of understanding and poor implementation of her responsibilities, mean that the setting is breaching several statutory requirements which have an impact on children's care, learning and welfare.

Safeguarding is ineffective. The registered person does not ensure children and staff are protected at all times. For example, one member of staff is left alone on the premises with children when older children are taken to school. This places both the staff and children at risk, should an accident or incident occur. Records of the Disclosure and Barring Service checks do not meet requirements as they do not contain all the required information. The registered person carries out supervision meetings and all staff undertake peer observations. However, these are not good enough to ensure staff's training needs are identified and support is put in place to develop their knowledge and skills, to support children's learning. All staff routinely attend training such as safeguarding and first aid. The staff team have a sufficiently secure understanding of child protection. They know their responsibilities should they have a concern about a child in their care.

Self-evaluation is ineffective. Consequently, the registered person and staff do not have a clear view of what the setting's strengths and areas to improve are. The registered person does not ensure that children whose learning and development are not at a typical level for their age are supported properly. As a result, children's learning is slowed down. Staff promote equality and diversity satisfactorily. They have a varied range of resources and celebrate a range of festivals. However, they are not narrowing gaps in outcomes between different groups of children.

Quality of teaching, learning and assessment is inadequate

A wide range of accessible resources are available around the room. However, staff do not use the resources well enough to ensure that all children continue to be interested, excited and challenged to learn more. Staff regularly observe children but they do not use the information from assessment well enough to plan for children's next steps. For some children, staff have not assessed what they know, understand and can do when they start at the setting. The tracking of children's progress is mostly completed by the deputy manager and this has not taken place since the summer due to the lack of time to do this and absence from work. Thus, the registered person and staff do not have an accurate understanding of the progress children are making or any gaps in their learning. As a result, planning is not effectively matched to children's needs to ensure all children make the progress of which they are capable. Consequently, not all children are as well prepared for school as they should be.

Children play outdoors daily, weather permitting. Staff provide them with a good range of

opportunities to develop their physical skills. For example, children enjoy playing with the mud kitchen and growing vegetables. Staff obtain information from parents when children first start. Daily discussions and children's diaries keep staff and parents informed about what children have done. However, parents are not supported as well as they could be to enable them to support their children's learning at home.

Personal development, behaviour and welfare are inadequate

Poor deployment and a lack of skills mean that staff are unable to fulfil their role as a key person effectively. Some parents are unsure who their child's key person is and have not built effective relationships with them. This is not helped by the registered person being the one who generally meets and greets children and parents on arrival. Although all staff generally know the children, not all know their key children well enough. This limits their ability to offer children secure and settled relationships. Children's healthy lifestyles are supported sufficiently well. They are developing self-care skills as they are encouraged to wash hands before eating and clean their teeth after lunch. Children develop independence as they are encouraged to help themselves to healthy and nutritious snacks and put on their coats as they go outside to play. Children are learning to respect and celebrate each other's differences. Staff provide children with a warm, welcoming and family-like environment. Staff are kind, caring and approachable. Parents report positively about the care their children receive.

Outcomes for children are inadequate

Weak teaching means that the children's progress is too slow. Older children are not sufficiently challenged and children with speech and language delay are not sufficiently supported to develop their communication skills. Therefore, they do not make the progress of which they are capable. Consequently, children are not as well prepared for school as they could be. Children are happy and settled in the nursery.

Setting details

Unique reference number	205172
Local authority	Worcestershire
Inspection number	1033101
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	15
Number of children on roll	22
Name of provider	Pauline Everlyn Hawkins
Date of previous inspection	6 December 2012
Telephone number	01527 832701

Jack and Jill nursery opened in 1991. It is situated in a self-contained part of the owner's home, close to Bromsgrove town centre. It operates from one main playroom and there is a fully enclosed area available for outdoor play. The nursery employs four members of childcare staff and all hold appropriate early years qualifications. The nursery opens Monday to Friday all year round except for one week at Christmas and bank holidays. Sessions are from 8.00am until 5.45pm Monday to Thursday, and 7.45am until 5.30pm on Fridays. The setting also offers care to children aged over five years to eight years before and after school and during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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