

Jack and Jill Day Nursery

149 Wareham Road, Corfe Mullen, Wimborne, Dorset, BH21 3LB



Inspection date	28 July 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff create a welcoming and warm environment where children can play in safety and make strong friendships with adults and other children.
- Partnerships with parents are very strong. For example, parents feel well supported by the staff, who are friendly and knowledgeable of their children's individual needs. Parents are regularly informed of their children's progress and how to extend this at home.
- The manager and staff ensure the children are well prepared for school. Staff work well with other professionals to help children's move to their settings go smoothly.
- Most children are working at levels typical for their age and some are exceeding these. Staff have good systems in place to track children's development and are aware of their individual next steps in learning.
- The systems for evaluating and monitoring practice and children's progress are effective and include the views of children, parents and staff well. For example, following evaluation the outside area provides more space for children, especially boys, to be physically active.

It is not yet outstanding because:

- Staff do not always provide regular opportunities for children to explore and experiment freely with a variety of materials as part of their creative development.
- Staff professional development does not always focus precisely on strengthening the consistency in staff teaching skills, such as in how they support children's thinking and problem-solving skills.

What the setting needs to do to improve further

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

- provide children with more opportunities to freely choose, explore and experiment with a variety of materials to build their creative skills further
- focus professional development more precisely on raising the quality of teaching to a consistently higher level, particularly in encouraging children's thinking and problem-solving skills.

Inspection activities

- The inspector spoke to children and staff at appropriate times throughout the day.
- The inspector met with parents and took their views into account.
- The inspector sampled documentation, including staff training files, staff suitability checks, the self-evaluation report, records of children's learning, policies and the attendance register.
- The inspector carried out a joint observation with the manager and discussed children's learning and development as part of this.
- The inspector observed staff interacting with the children during different times of the day.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is good

The manager is a good role model and monitors children's progress closely. For example, regular meetings give staff the opportunity to discuss children's progress and identify any gaps in their learning. Information held about groups of children is used effectively by staff to plan and enhance outcomes for them. For example, staff adapted the outside area after identifying the need for some children to be more physically active. Staff communicate well with each other and this helps to inform planning for children's next steps in learning. Safeguarding is effective. Staff have a secure knowledge of what to do to keep children safe. They have a strong understanding of how to refer child protection concerns and they regularly identify and address potential risks in the environment.

Quality of teaching, learning and assessment is good

Staff plan effectively and provide a wide range of activities inside and outside. Staff work hard to involve parents in their children's learning and development. Effective partnerships with external agencies help staff effectively address the individual care of children who need extra support. Different groups of learners are identified to help staff enhance the learning opportunities they provide for them. Staff consider children's interests and likes in the planning and they welcome parents to share their knowledge. For example, recently a parent talked to the children about the local area and this led to a discussion about dinosaurs. Children asked to make a swamp for the dinosaurs and were delighted to hear that staff had dinosaur eggs to explore in the session.

Personal development, behaviour and welfare are good

Children behave well and have good manners. Staff remind them if their behaviour or actions are not acceptable and give an explanation. Children make good friendships and feel valued. They show caring and respectful attitudes to each other. There is an effective key-person system which is reviewed after a settling-in period to help ensure that staff and children are well matched. Staff support children's emotional development well and have good attachments with their key-worker children. Staff and children understand how to behave safely and recognise potential risks. For example, staff supervise children closely when using real knives to prepare fruits and vegetables.

Outcomes for children are good

Children's speaking and listening skills are good and consistent routines support their learning well. For example, a welcome song, including mathematical language and rhymes, is sung by all children and staff. Children build important skills that help them with their future learning and in readiness for school, such as being independent during hygiene routines and when dressing. Children develop respect for each other; for example, a child was concerned when they noticed that their friend was not at nursery.

Setting details

Unique reference number	EY481633
Local authority	Dorset
Inspection number	1003938
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	55
Number of children on roll	43
Name of registered person	Saxonbury Road Ltd
Registered person unique reference number	RP528448
Date of previous inspection	Not applicable
Telephone number	01202695328

Jack and Jill Day Nursery registered in 2015. It is located in Corfe Mullin Village, in Wimbourne. The nursery is open five days a week, between 8am and 6pm, for 51 weeks of the year. There are seven staff working with the children; of these, one holds early years professional status, four hold qualifications at level 3, and two hold qualifications at level 2. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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