

# Jack & Jill's Private Day Nursery

22 Cliffe End Road, Quarmby, Huddersfield, West Yorkshire, HD3 4FF



## Inspection date

12 September 2016

## Previous inspection date

15 August 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Staff's knowledge of current safeguarding legislation is not fully up to date.
- Staff do not complete assessments of what children already know and can do as promptly as possible when they first start, and they do not involve parents sufficiently in the assessment process. As a result, the planning of activities does not always match the learning needs of children precisely enough to secure their good progress in all aspects of their learning.
- Hygiene practices are not always effective in the toddler room as there is not an adequate supply of clean bedding for each child during rest periods.
- Staff in the pre-school room do not support children enough in exploring their own ideas and thoughts to help them make links in their learning.
- Information about children's learning and development is not shared with other early years providers that children attend effectively enough to make sure there is continuity between settings.

### It has the following strengths

- Staff take account of the views of parents and children as part of their self-evaluation process.
- Staff engage children in play and follow children's interests well. As a result, children make some steady progress in aspects of their learning.
- Children are supported sensitively by staff as they learn to share and take turns. Staff provide lots of positive praise, which encourages children's good behaviour.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that all staff have up-to-date knowledge of current safeguarding legislation	26/09/2016
■ ensure that there is always adequate and suitably clean bedding for each child who requires a rest during the day	26/09/2016
■ establish children's level of achievement, interests and learning styles promptly on entry, in order to identify clear and accurate starting points for their future learning.	26/09/2016

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

- involve parents in sharing more information about what children know, understand and can do, in order to inform the assessments of children's levels of achievement
- provide more opportunities for pre-school children to explore their own ideas and make links in their learning
- strengthen the partnerships with all other early years provisions that children attend, in order to share relevant information about their care and learning, and promote better continuity for children.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery coordinator.
- The inspector had discussions with the management team and staff. The inspector looked at relevant documentation, such as self-evaluation and evidence of the suitability of adults in the nursery.
- The inspector took the views of parents into account.

## Inspector

Helene Terry

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders and managers have not identified or addressed breaches of requirements, which mean that some aspects of the provision are in need of improvement. For example, they have not made sure that all staff have a thoroughly up-to-date knowledge of current safeguarding legislation. However, there are suitable systems in place for monitoring staff's performance. Staff benefit from regular supervision meetings and they regularly observe each other's practice. Staff have recently attended training to help them further develop children's communication and language skills and are putting their newly developed skills into practice. The arrangements for safeguarding are effective. The deployment of staff is good. Adult-to-child ratios are monitored and maintained throughout the day to keep children safe. Staff are aware of who to contact should they have any concerns about a child in their care. Daily risk assessments are completed so children have a safe environment in which to play.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not assess children's starting points or get sufficient information from parents about what their children already know and can do. This means they do not have a fully detailed overview from which to plan for children's next steps in learning. However, staff do know the children well and help them to follow their interests throughout the day. They recognise that children learn through play and, generally, support them appropriately so that they make some progress in their learning. Staff help children to develop the skills that they need to become independent learners. Babies use their senses to explore paint. They are fully engaged as they combine paint with sponges and brushes, watching what happens as the paints mix. Toddlers develop their concentration skills as they sit together and sing their favourite songs.

### **Personal development, behaviour and welfare require improvement**

In the toddler room children are not given clean bedding when they have a rest. They sleep on surfaces that others have occupied before them, meaning that hygiene is not of the very highest standard. However, children do enjoy a healthy, balanced diet and the nursery has achieved the local authority's healthy choice award. Children learn the importance of healthy routines, such as drinking water regularly and washing their hands at appropriate times of the day. Staff help children gain an understanding of risk and how to keep themselves safe through everyday routines and on outings. Children have warm and caring relationships with staff, and they are happy and settled.

### **Outcomes for children require improvement**

Weaknesses in the assessment programme mean that children are not supported well enough to consistently make good progress from their starting points. However, children are steadily developing suitable skills in preparation for school. Children are gaining good communication and language skills because staff use good teaching strategies to help children build on their vocabulary and develop their speaking skills. Pre-school children develop their understanding of the world as they explore the newly developed sensory garden. They make discoveries as they observe insects close up, using magnifying glasses.

## Setting details

<b>Unique reference number</b>	311268
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1072522
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Jack & Jill's Nursery Ltd
<b>Registered person unique reference number</b>	RP527762
<b>Date of previous inspection</b>	15 August 2014
<b>Telephone number</b>	01484 656854

Jack & Jill's Private Day Nursery was registered in 1991. The nursery employs 13 members of childcare staff and two apprentices. All staff hold appropriate early years qualifications at level 2 or above. The manager has a degree in early years. The nursery opens Monday to Friday between 7am and 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disability.

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