

# Jack and Jill Day Nursery and Preschool Upton

340 Upton Road, Upton, Wirral, CH43 9RW



<b>Inspection date</b>	14 October 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 have a good understanding of how children learn and develop. They make sure learning is fun, challenging and based around children's interests and their next steps in learning. Children make good progress in their learning.
- Staff support children who have special educational needs or disabilities very well. Staff ensure that they have excellent links with external agencies and parents so that they are able to effectively support children's learning and health needs.
- Staff build good relationships with parents and regularly exchange information with them about children's development and care. They encourage parents' involvement in children's learning and provide activities for them to do with their child at home.
- Children's good health is effectively promoted. Staff provide healthy foods and children are provided with a suitable alternative if required. Children benefit from plenty of opportunities to play and continue their learning outdoors in the fresh air.
- The manager and staff show a drive and commitment towards making continual improvements to the nursery. They regularly review the quality of the environment and they seek the views of parents and children.

### It is not yet outstanding because:

- The lunchtime routine in the toddler room is not always well organised so that children become involved in meaningful play activities when they have finished eating their lunch.
- The arrangements for professional development of staff do not always help staff to reflect on their teaching and improve their skills.

## What the setting needs to do to improve further

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

- review the organisation of the lunchtime routine in the toddler room so that children take part in meaningful activities when they have finished eating their lunch
- build on current arrangements for professional development, to allow staff to reflect on their teaching and improve the quality of teaching to an even higher standard.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the area manager. She looked at the nursery's self-evaluation, safeguarding arrangements, staff deployment and the suitability of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.
- The inspector had a tour of the premises.

### Inspector

Alison Regan

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a very good knowledge and understanding of the safeguarding and welfare requirements. Staff have regular supervision meetings with the manager which help to ensure that they continue to understand their roles and responsibilities. The manager ensures that staff are effectively deployed throughout the nursery according to their skills and qualifications. In addition, staff ratios are consistently maintained throughout the day. The arrangements for safeguarding are effective. Staff are knowledgeable about wider safeguarding issues and how these may have an impact on a child's welfare. All accidents are thoroughly recorded and regular risk assessments are carried out on the environment. This helps to further support children's safety. The manager and staff follow clear guidance if children are sick, which helps to prevent any spread of infection. Children's progress is checked regularly to ensure any identified gaps in learning are planned for effectively.

### Quality of teaching, learning and assessment is good

Staff are motivated and enthusiastic about their role. They help children to learn in many different ways and use effective teaching strategies to engage children in their learning. Staff promote children's speaking and listening skills well. They engage them in meaningful conversations and take time to listen to their responses. Staff plan a good range of activities and experiences that appeals to children's interests and promotes their progress in all areas of learning. Children have lots of opportunities to make choices in their play and test out their own ideas. Young children are beginning to engage in imaginative role play, for example, as they make cups of tea for staff. Older children learn about different colours and what happens when they blend together.

### Personal development, behaviour and welfare are good

Children's safety and welfare are fostered well and there is an effective key-person system in place. Staff ensure that children understand the importance of good hygiene procedures. For example, children know that they need to place any used tissues in the bin and they know that they must wash their hands before and after mealtimes. Children are encouraged to feed themselves from an early age. Staff are mindful that during these times they may get messy, and bibs are provided for children to wear. In addition, there is a plentiful supply of clothes for children to change into, which means that they can continue to practise developing their independence skills. Staff are kind and caring. This helps to promote children's emotional well-being and encourages them to form strong bonds with other children and staff. Children behave well. They learn how to take turns and play cooperatively with their friends.

### Outcomes for children are good

All children, including those in receipt of funding, such as pupil premium funding, make good progress in their learning. They are gaining the skills they need to support them with their next stage in their learning. Children's literacy skills are developing well. They show a keen interest in books and excitedly join in with chosen stories. Children are inquisitive and they are becoming increasingly independent and confident communicators.

## Setting details

<b>Unique reference number</b>	EY479011
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1075272
<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 - 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Wirral Nurseries Ltd
<b>Registered person unique reference number</b>	RP902165
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 678 6666

Jack and Jill Day Nursery and Preschool Upton was registered in 2014. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications ranging from level 3 to 6, including one member of staff with early years professional status. 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-, three- and four-year-old children and supports children who have special educational needs or disabilities.

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