

# Jack and Jill Day Nursery and Pre-School Seacombe

c/o Seacombe Children's Centre, St. Pauls Road, Seacombe, WALLASEY, Wirral,  
CH44 7AN



## Inspection date

20 October 2016

## Previous inspection date

8 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The ambitious manager aspires to be outstanding. She has developed a strong, passionate and dedicated staff team that shares her vision and goals to raise standards and outcomes across the nursery. Systems are in place to evaluate all aspects of the provision to inform continuous improvement.
- The nursery's work to keep children safe is very secure. It is based on a broad understanding of safeguarding issues, in addition to impressive monitoring and partnership working with other professionals.
- Well-qualified staff act as good role models. Staff in the toddler room are particularly skilled in supporting good behaviour. Even very young children are learning to show care and compassion towards each other.
- Children are motivated learners who embrace the high-quality learning opportunities on offer. This is because staff have a good understanding of how children learn. As a result, all children, including those who speak English as an additional language, are making good progress.

### It is not yet outstanding because:

- The professional development of staff is not yet strongly embedded enough to consistently raise the quality of staff practice to an outstanding level.
- Staff do not yet ensure that parental engagement is consistently embedded in their practice to further engage parents in their children's learning.

## What the setting needs to do to improve further

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

- embed the current programme of continuous professional development to ensure all staff consistently extend their knowledge and skills to an outstanding level
- continue to develop ways to engage parents in their children's learning that help them make even more progress.

### 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 area manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Rachel Deputy

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular safeguarding training and have a robust understanding of child protection issues. They know what to do if they are worried about the safety or welfare of a child. Robust risk assessments are in place and all areas of the nursery are safe and secure. Daily health and safety checks are carried out and are monitored closely by the provider. The provider carries out ongoing suitability checks for staff and supports them well during supervision and appraisal meetings. This helps to ensure that all staff are suitable to work with children. Funding is used effectively, including investing in resources and additional training. This significantly impacts on the good progress children are making.

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

The quality of teaching is good. Staff have a secure understanding of how to use their observations and assessments of children's learning to plan challenging activities. Children who have special educational needs or disabilities are supported well and make good progress. Robust intervention plans are in place and are regularly reviewed by parents, staff and external childcare professionals. Babies use their hands and mouths to explore different materials and textures and observe them with interest and curiosity. Older children are confident talkers. They excitedly tell staff about their holiday adventures as they pretend to board planes together. Staff promote mathematics during activities and routines and help children to develop critical-thinking skills. Children know initial letter sounds, reflecting their names. They show pleasure in attempting to draw the letters in their names. This helps to develop children's early literacy skills.

### Personal development, behaviour and welfare are good

Key persons gather meaningful information from parents before children start and use this to support them from the first day. Children form a strong bond and attachment with staff and make friends with their peers easily. They are keen to invite staff to join them in their play and show a strong sense of belonging. Children enjoy daily exercise and outdoor play, helping to support their physical well-being. Mealtimes are positive learning experiences. Staff encourage children to be independent and they talk to them about healthy foods as they eat. Children enjoy the regular outings and opportunities to help them find out about the wider world.

### Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs or disabilities, make good progress towards the early learning goals. Children enjoy making choices and are confident to explore and discover. They listen attentively to others and are eager to make their own contributions to discussions. All children, including those in receipt of additional funding, are well prepared for their next stages in development and acquire the skills they need for future learning.

## Setting details

<b>Unique reference number</b>	EY283225
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1059669
<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>	60
<b>Name of registered person</b>	Wirral Nurseries Ltd
<b>Registered person unique reference number</b>	RP902165
<b>Date of previous inspection</b>	8 November 2012
<b>Telephone number</b>	0151 638 2815

Jack and Jill Day Nursery and Pre-School Seacombe was registered in 2004. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and two members of staff hold level 5 qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery supports children who speak English as an additional language and those who have special educational needs or disabilities. The nursery provides funded early education for two-, three- and four-year-old children.

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