

# Jack and Jill Day Nursery and Pre-School Oxton

14 Shrewsbury Road, PRENTON, Merseyside, CH43 1UX



<b>Inspection date</b>	27 October 2016
Previous inspection date	26 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- All children, including those who are in receipt of additional funding, make good progress from when they start at the nursery. Staff observe children and plan challenging activities to support children's next steps in their learning. Their progress is carefully monitored to identify any gaps in their achievements.
- Children are very content and well settled in the nursery. The key-person system is highly effective and takes account of children's preferences. This helps ensure that their emotional well-being is successfully supported.
- Staff work closely with parents to support and extend children's learning and development. Parents attend children's progress meetings and share information about their achievements at home. This helps to promote a continuous approach to children's learning and care.
- Partnership working with other professionals and outside agencies is very strong. This has a positive impact on children who have special educational needs or disabilities and their needs are met very well. Information about children's individual care and learning is shared in great detail. Ongoing assessment meetings take place and focused activities are planned.

### It is not yet outstanding because:

- Some less experienced staff are yet to build on their good skills to promote children's learning at the highest levels.
- Occasionally, staff do not give enough time for children to articulate and respond to the questions they ask them, to help develop their thinking skills further.

## What the setting needs to do to improve further

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

- build upon less experienced staff's skills, to help raise the potential for children to make rapid progress in their learning.
- ensure staff give children the time to articulate and respond to questions that have been asked, as one way to help support the development of their thinking skills.

### 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.
- The inspector looked at relevant documentation, including the nursery's action plans and evidence of the suitability of staff working at the nursery.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector carried out a tour of the nursery.

### Inspector

Kellie Lever

## Inspection findings

### Effectiveness of the leadership and management is good

The management team is dedicated and committed to further improving the quality of the nursery. The team has clear action plans in place and staff continually reflect and evaluate the environment. Parent's and children's views are taken into account and continual improvements are made. Staff attend regular meetings. They discuss best practice, recent updates and new ideas to make children's learning enjoyable. Safeguarding is effective. Staff have a thorough understanding of the procedures to follow should they have any concerns with children's welfare or staff conduct. Risk assessments are continually carried out and staff confidently identify and minimise any risks to children. Furthermore, relevant documentation relating to any accidents is completed effectively. This contributes to maintaining children's safety and welfare at all times.

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

Staff are well qualified and overall, interact well with children, which help to support them in their play. They provide a wide range of activities according to observations of children's interests and learning needs. Staff effectively adapt group activities to meet all children's needs. For example, staff show pictures to babies and encourage them to touch and feel different textures on the page. This is further extended for older children as they introduce new phrases and words to match the pictures. This is one way that helps children to develop clear patterns of speech, and their communication and language skills are promoted. Staff introduce mathematical skills well. For example, when children creatively make dough, staff extend their understanding of shape, measure and quantity. One way that children are supported to develop early literacy skills is by making marks in flour and drawing letters on a board. Children enjoy a variety of experiences that covers all the areas of learning.

### Personal development, behaviour and welfare are good

The environment is warm and welcoming. Children have easy access to resources to enable them to independently select what they want to play with. Staff are excellent role models. They give constant praise to children for their achievements and explain to them the need to be kind to their friends. Children are aware of boundaries and rules and their behaviour is good. Parents speak highly of the staff, the service that they provide and the flexibility that supports their family's needs. Children learn about healthy lifestyles and good hygiene procedures. For example, they grow vegetables in the allotment and children confidently explain the need to wash germs away so they do not become sick.

### Outcomes for children are good

Children are making good progress in their learning and gain the appropriate skills they need for school. They know how to listen, concentrate and are motivated to learn. Children are active learners and enjoy an array of experiences that support them physically. They move around freely, climb on large equipment and inquisitively explore the natural world around them.

## Setting details

<b>Unique reference number</b>	EY447931
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1060281
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	Wirral Nurseries Ltd
<b>Registered person unique reference number</b>	RP902165
<b>Date of previous inspection</b>	26 November 2012
<b>Telephone number</b>	0151 651 0501

Jack and Jill Day Nursery and Pre-School Oxton was registered in 2012. It operates in the Prenton area of Wirral. The nursery employs 17 members of childcare staff. Of these, one holds early years professional status and 12 hold appropriate early years qualifications at level 3 to level 6. The nursery opens Monday to Friday from 7.30am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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