

The House That Jack Built Day Nursery



12 Chestnut Lane, Hazlemere, High Wycombe, Buckinghamshire, HP15 7BZ

Inspection date

16 August 2016

Previous inspection date

30 October 2015

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 do not always plan purposeful, challenging activities based on children's interests to build on what the youngest groups of children can already do, to engage them in learning.
- Staff teaching skills are variable. For example, although staff help older children to think and learn, they do not always motivate the younger children to develop new skills. Children do not make good enough progress.
- Staff do not always help children to understand what makes them unique or identify some of the things that make them similar or different to their friends.

It has the following strengths

- The manager ensures the staff know what to do if they are concerned for children's safety. The management team monitors the environment and minimises hazards effectively. Staff remind children of ways to keep healthy and safe as they play.
- Staff and managers establish close partnerships with parents. They encourage parents to engage in their child's learning and know how to support their development at home.
- Children settle in to the nursery quickly and form close bonds with staff. They learn how to take turns and share resources, and are encouraged to behave well.

What the setting needs to do to improve further

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

	Due Date
■ improve the planning of activities to provide challenging experiences that build on young children's interests and stage of learning and development	16/10/2016
■ develop the quality of teaching to ensure that staff respond to children consistently to extend their learning and develop their skills.	16/10/2016

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

- provide more opportunities for children to talk about some of the things that make them unique and understand what makes them similar or different to their friends.

Inspection activities

- The inspector conducted joint observations with the nursery manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector observed staff interactions with children during daily play routines.
- The inspector held discussions with the management team about self-evaluation and reviewed a range of documentation, including policies and procedures.
- The inspector took account of parents' views.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team does not ensure that staff teaching skills are consistently good. It seeks the views of parents and children, and contributes these to its evaluations of practice to make some improvements. For example, it identifies training that helps the staff to develop some skills. However, the quality of teaching has not consistently improved, since the last inspection. Safeguarding is effective. The management team is aware of its responsibility to protect children's welfare and knows the local reporting procedures if concerned for a child. Parents give positive feedback about how staff have helped their children learn skills, such as reading, and prepare them well for school.

Quality of teaching, learning and assessment requires improvement

Staff organise the children's play environment well. They monitor children's development and make regular observations. However, they do not always tailor learning opportunities to meet children's interests or plan to extend each child's stage of learning. For example, staff that lead the activities planned for older children, do not adapt their teaching skills to involve younger children showing an interest, to extend their learning. Staff extend the skills of older children well. For example, they teach children to use mathematical language, to categorise objects and count aloud in their play. They encourage children to use their imaginations and play cooperatively, for instance, to build a story making up characters and using vehicles 'to crash'.

Personal development, behaviour and welfare require improvement

Staff supervise children well and meet the required adult-to-child ratios. They raise children's awareness of the wider world around them. For example, they explore different festivals with the children. However, they do not fully support children to talk about what makes them unique, such as the languages they speak. Children build close relationships with staff and seek them out during play for support and reassurance. Staff provide children with healthy and nutritious meals that contribute to their good health. They understand children's health needs; for example, they meet children's dietary needs and help other children understand why this is important. Staff teach children of the importance of sun safety, such as wearing hats and staying hydrated in the sun.

Outcomes for children require improvement

The youngest children do not receive consistently good levels of challenge to help them make good enough progress in their learning. Older children develop a range of skills that prepares them for school. For example, they learn to read some words and to count. They play imaginatively; for example, they enjoy taking on roles of others, such as doctors and patients. Children develop independence. For example, they serve their own food at mealtimes. They listen and respond to each other, and share toys. Children behave well.

Setting details

Unique reference number	116723
Local authority	Buckinghamshire
Inspection number	1067089
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	21
Number of children on roll	25
Name of registered person	The House That Jack Built (Day Nursery) Limited
Registered person unique reference number	RP903519
Date of previous inspection	30 October 2015
Telephone number	01494 713425

The House That Jack Built Day Nursery registered in 2000. It is located in Hazelmere, in High Wycombe, Buckinghamshire. The nursery is open from 7.30am to 6.30pm on Monday to Friday, throughout the year. The provider receives funding to provide free early education for children aged two, three and four years. The provider employs six staff; of these, three hold childcare qualifications at level 3 and one has a qualification at level 2.

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