

# Jack and Jill Nursery Limited

15 Marlborough Gardens, Stanwix, Carlisle, Cumbria, CA3 9NH



## Inspection date

9 June 2017

Previous inspection date

25 April 2014

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

- Children thrive in this welcoming family environment. Key persons form warm and caring relationships with each child. They provide plenty of encouragement, support and praise, helping children to adopt a positive 'can do' attitude.
- Managers and leaders aspire to improve through their continual evaluations of practice. Their treasured teamwork philosophy is filtered through their good teaching. This contributes towards children learning to work together to achieve a common goal.
- Children make good progress. Staff plan learning experiences that are fun, meaningful and challenging. They take account of children's ideas and learning from home, and, on the whole, support what each child needs to learn next.
- Children's progress is rigorously monitored to swiftly identify any concerns. Close partnership work and effective use of tailored support plans close any gaps in learning.
- Partnerships with parents are superb. Staff keep parents informed of their children's learning and progress at every opportunity. Innovative ideas, such as home learning links and the lending library, help parents to extend their children's learning at home.

### It is not yet outstanding because:

- On occasions, staff do not carefully consider how some aspects of the day are planned, in order to help younger children prepare most effectively for any changes due to their routines.
- At times, staff do not respond swiftly enough as opportunities arise to help children extend their interests, knowledge and skills to the highest levels.

## What the setting needs to do to improve further

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

- consider more carefully how some aspects of the day are planned to prepare younger children more effectively for any changes to their routine
- extend children's interests, knowledge and skills to help them make rapid progress and to enhance outcomes for all children to the very highest levels.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outside.
- The inspector spoke with staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the deputy manager during a planned activity outdoors.
- The inspector looked at evidence of the suitability of staff, policies and procedures, children's learning files, a record of staff qualifications and training, and the provider's self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend stringent safeguarding training and receive regular updates. This helps to ensure they have the most up-to-date knowledge of child protection procedures. Policies and procedures, including those for the safe use of social media, are comprehensive and accurately reflected in practice by staff. Recruitment and induction procedures are robust. Managers and leaders invest highly in staff. Regular supervision meetings and customised, continuous professional development opportunities contribute towards staff extending their good knowledge and skills. Self-evaluation is inclusive. Staff listen perceptively to children, parents and others, and act on their views.

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

The staff are well qualified and this is reflected in their good teaching. Overall, they use their observations of children well to accurately assess learning and to plan for what children need to learn next. Babies are keen to develop a sense of self. They respond well to staff who ask them to find various parts of their body when looking at themselves in a mirror. Older children are curious to learn about aspects of their natural world, such as growth, when planting a sunflower. Staff interact with children very well. They help them to think about what natural elements are required during the growth process and encourage the use of technology to share how these change over time.

### Personal development, behaviour and welfare are good

Children are happy and settled. Transition through each room and on to school is seamless and well supported. Staff provide a wide range of innovative activities to promote children's good health. For example, children enjoy visiting shops in their local community to learn about where their healthy food comes from. They take part in regular exercise sessions and develop an understanding of what effects this has on their body. Staff are calm and sensitive. They encourage children to think about the impact of their actions on others during play and help them to find a compromise to resolve any rare conflicts. This contributes towards the caring and considerate natures that children adopt.

### Outcomes for children are good

All children make good progress in their learning and are developing the skills they need for their move on to school. Babies explore their comfortable surroundings with pleasure. They happily make their own choices and confidently express their preferences through gestures and body language. Older children are eager to work together with their peers, such as when constructing with large blocks to create a desired effect. They reflect on the breadth of their own experiences during imaginative play and gladly encompass new mathematical skills, such as measuring, counting and using money. Children who speak English as an additional language acquire good communication and language skills.

## Setting details

<b>Unique reference number</b>	317382
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1087792
<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 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Jack and Jill Nursery Limited
<b>Registered person unique reference number</b>	RP902742
<b>Date of previous inspection</b>	25 April 2014
<b>Telephone number</b>	01228 530 478

Jack and Jill Nursery Limited registered in 1988. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at levels 3, 4 and 6, including one with qualified teacher status. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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