

# Jack & Jill's Private Day Nursery

22 Cliffe End Road, Quarmby, Huddersfield, West Yorkshire, HD3 4FF



## Inspection date

4 July 2017

Previous inspection date

12 September 2016

| The quality and standards of the early years provision | This inspection:     | Good                 | 2 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Requires Improvement | 3 |
| 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's progress is closely monitored through stringent analysis of data. This leads to the swift early identification of children working below expected development levels and well-planned programmes of support. Children who have special educational needs and/or disabilities are fully integrated into the life of the nursery.
- There is a strong commitment and drive to improve, which is reflected in effective self-evaluation. This clearly contributes to the good progress made since the last inspection.
- Children are effectively settled in, which helps to foster their emotional well-being.
- Staff promote effective partnerships with parents of the children who attend nursery. They receive good-quality information and are encouraged to support learning at home.
- Children are keen and confident learners who make good progress. They are eager to join in with activities and pre-school children choose where they would like to play. This successfully meets the needs of children who have a preference for outdoor learning.

### It is not yet outstanding because:

- Staff in the baby room do not optimise the learning environment to support the older, most-able toddlers to learn to the highest level.
- Information sharing and partnership working with parents and other providers are not strong enough in supporting the Reception-aged children in the out-of-school club.
- Systems for monitoring staff's practice are not fully embedded or precise enough in targeting key areas that will improve teaching to the highest level.

## What the setting needs to do to improve further

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

- provide greater levels of challenge for the older, most-able toddlers in the baby room and enhance opportunities for them to make choices during child-led play
- strengthen information sharing and partnership working with parents and others to promote greater continuity for Reception-aged children
- strengthen the monitoring of staff's practice to target strategies more precisely for raising the quality of teaching even further.

### Inspection activities

- The inspector observed practice in the out-of-school club. She also observed the quality of teaching during activities indoors and outdoors in the nursery rooms and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery owner, the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with a number of parents during the inspection and took account of their views.

### Inspector

Rachel Ayo

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of child protection, having attended up-to-date training. They help children to stay safe by maintaining a hazard-free and secure environment. They use further safety measures, such as closed-circuit television, and children contribute their ideas to risk assessments. Staff's qualifications have an overall positive impact and further training is encouraged. This is identified through regular supervision meetings. Although not yet used to full effect, written observations have been introduced to help develop staff's teaching. Quality audits and detailed action plans are just some of the many tools used to ensure effective evaluation and improvement of practice. Staff work extremely closely with other professionals to support children who have special educational needs and/or disabilities.

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

Staff plan well around children's interests and their next steps for learning; these are informed by accurate observation and assessment which successfully involves parents. They are well appraised of children's progress and actively involved in optimising this, for instance, through interesting home-learning resources. Staff complement children's experiences with outings. Following this, staff plan interesting linked activities, helping children to recall and reflect on their learning. Children also enjoy looking at photograph books that capture what they have been doing. Babies and toddlers in the baby room delight in sensory play, exploring the cold ice cream as it melts. They babble in response to staff's conversations. Children aged two years busily fill up watering cans, observing the mud with intrigue when its texture changes as they add water.

### Personal development, behaviour and welfare are good

The strong key-person system helps babies and children develop secure attachments with nurturing staff, who carefully follow home routines. Children are well supported as they move rooms or leave for school. Parents of the nursery children are very well informed about what is happening in the nursery, for example, through newsletters, daily diaries and displays. Staff promote good hygiene routines and provide healthy snacks and homemade meals. This contributes successfully to children's physical well-being. Children also help to harvest vegetables and fruit, such as strawberries, which they pick and use in desserts, such as jelly. Pre-school children enjoy helping with tasks and manage self-care skills well.

### Outcomes for children are good

All children progress well and are acquiring key skills in readiness for school. They confidently explore, showing good levels of interest. Children are motivated and maintain focus well during activities. They delight in testing out their ideas, for example, when making dough cupcakes or mud pies. Pre-school children imaginatively represent their experiences, such as going on holiday, in the interesting role-play seaside area. Children behave well and celebrate difference in a variety of ways.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 311268  |
| <b>Local authority</b>                           | Kirklees  |
| <b>Inspection number</b>                         | 1098236   |
| <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 - 8   |
| <b>Total number of places</b>                    | 44  |
| <b>Number of children on roll</b>                | 59  |
| <b>Name of registered person</b>                 | Jack & Jill's Nursery Ltd   |
| <b>Registered person unique reference number</b> | RP527762  |
| <b>Date of previous inspection</b>               | 12 September 2016   |
| <b>Telephone number</b>                          | 01484 656854  |

Jack & Jill's Private Day Nursery registered in 1991. The nursery employs 15 members of childcare staff. All staff, except for one, hold appropriate early years qualifications at level 2 or above. The manager has a degree in early years. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. It also operates a before- and after-school club, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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