

The Jack And Jill Day Nursery Ltd

Moor Road, Rushden, Northamptonshire, NN10 9TP



Inspection date 7 November 2017
Previous inspection date 18 June 2014

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:

- The quality of teaching varies. Staff working with the younger children do not use their skills, knowledge and resources effectively to provide children with experiences to enable them to achieve good progress.
- The arrangements for monitoring staff performance do not consistently identify weaknesses in practice.
- Staff do not always take into account the interests and preferences of individual children when planning next steps in their learning.
- Children's emotional well-being is not taken into account during daily routines.

It has the following strengths

- The management team is united in its commitment to improving the practice of the nursery. It has started to consider weaknesses in the nursery and show a willingness to work hard to ensure that these are swiftly addressed.
- Partnerships with parents are well established. For example, the nursery hosts events in conjunction with health workers to support parent's knowledge of foods that are nutritious for their children.
- Staff welcome the involvement of outside professionals to help them support children who have special educational needs (SEN) and/or disabilities.

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 quality of teaching for younger children, ensuring that staff use every opportunity to extend children's learning so that they make consistently good progress. 07/02/2018

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

- monitor staff performance more thoroughly to identify weaknesses in practice
- plan more precisely for children's next steps in learning, taking into account their interests and preferences, to ensure they remain engaged and motivated in their play
- improve the procedures in place for daily routines to help support children's emotional well-being more effectively.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with one of the managers.
- The inspector held a meeting with the nominated person and the two managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Ann Lee

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a good knowledge of child protection procedures. Children are cared for in a secure environment. Staff carefully take account of any potential risks to children and consider ways in which they can be minimised. The management team has effective procedures in place for recruiting staff. All staff receive supervision and development opportunities. However, this has not yet successfully identified weaknesses in the quality of staff practice and improved experiences for the younger children. Parents speak very well of the nursery. They welcome the use of technology to keep them informed about the progress that their children are making.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff working with younger children do not always use their knowledge of how children learn to provide opportunities that enable them to make good or better progress. For example, at times staff over direct group activities. As a result, children have few opportunities to initiate their own learning by exploring, investigating and experimenting. Staff make observations of children as they play. This helps staff to assess children's current developmental stage, identify any gaps and plan next steps in children's learning. However, staff do not always take into account children's interests and preferences. This means that on occasions younger children lack motivation and engagement in their activities. Nevertheless, older children benefit from a range of activities that is enjoyable and meaningful. For instance, children show persistence as they succeed in learning how to sharpen pencils.

Personal development, behaviour and welfare require improvement

Staff caring for younger children do not always ensure that daily routines, such as snack times, are pleasurable. There is often too much noise to enable children to relax and interact with their friends or with staff. Nevertheless, children appear settled and form close relationships with their key person. Children are confident in the company of visitors. They happily talk to them about what they are doing. Children have daily opportunities to play outdoors and enjoy a range of healthy meals and snacks. Older children are encouraged to manage their own personal care routines. Generally, children behave well. Staff remind them about the rules for keeping themselves safe. For example, not to run inside.

Outcomes for children require improvement

Outcomes for younger children are not good enough. They are not supported effectively to enable them to make the best possible progress from their starting points. However, older children, including those who have special educational needs and those for whom the setting receives additional funding, are working at the expected developmental levels. They are gaining some of the key skills that will help them as they move on to school.

Setting details

Unique reference number	EY473336
Local authority	Northamptonshire
Inspection number	1088267
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 - 4
Total number of places	90
Number of children on roll	141
Name of registered person	Jack And Jill Day Nursery Ltd
Registered person unique reference number	RP525420
Date of previous inspection	18 June 2014
Telephone number	01933315156

The Jack And Jill Day Nursery Ltd re-registered in 2013. The nursery employs 28 members of childcare staff. Of these, 17 members of staff hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have SEN and/or disabilities.

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