

# Jack & Jill Nursery

Shawfield Primary School, Winchester Road, Ash, Aldershot, Hampshire, GU12 6SX



<b>Inspection date</b>	1 December 2017
Previous inspection date	14 May 2014

<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

- The enthusiastic manager and her team work well to reflect on practice and create a positive and nurturing environment for the children where they grow in confidence.
- Staff plan particularly well for the outdoor environment. Children enjoy a wide variety of learning opportunities, including learning about keeping themselves safe. For example, they learn to jump down safely from different heights with help from the staff.
- Staff support children's problem-solving skills well and encourage them to use their imagination to extend their learning. For example, they build an igloo from ice and use artificial snow as their glue to support the slippery structure.
- The skilled team provides focused support for all children and direct effective strategies to help those with additional needs. Staff have additional training in areas such as communication and language and provide a higher level of support to individuals and small groups to extend learning effectively.
- Staff use a wide range of teaching techniques to support, challenge and motivate children in their learning. All children make good progress from their starting points.

### It is not yet outstanding because:

- Occasionally, during some adult-led activities staff do not meet the learning needs of the youngest children as well as the older children. For example, they make decorations but quickly lose interest, not fully understanding what they need to do.
- Staff do not always make the most of opportunities to share children's daily progress with parents so that learning can continue at home.

## What the setting needs to do to improve further

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

- develop further the quality of teaching to ensure that the learning and development needs of the youngest children are met consistently
- develop strategies to increase opportunities for learning to be shared and extended at home.

### Inspection activities

- The inspector observed the children inside and outdoors and reviewed the quality and impact of the teaching provided by the staff.
- The inspector reviewed documents, including a selection of staff recruitment files, policies and procedures.
- The manager and the inspector completed a joint observation.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Antonia Ogden-Meade

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of safeguarding issues and have a thorough understanding of the actions to take if they are concerned about a child's well-being. The ambitious manager works with her team well to ensure that they provide a richly resourced environment and exciting learning opportunities for children. She meets with her team regularly to review the progress children are making, putting plans in place if additional support is required. Staff supervision helps identify training needs for team members and encourages a reflective and evaluative culture which informs their future action plans. Partnership working arrangements with local schools and other agencies are well developed. Teaching in mathematics, for example, follows the same programme used in the neighbouring school, which supports children's onward learning journey successfully.

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

Children enjoy a variety of creative activities and show good imagination. They eagerly join the 'snowman factory' activity, using their choice of resources to build their own snowman. They take photographs of their finished model before dismantling their artwork for the next children to use, demonstrating a good understanding of recycling and sharing. The staff know the children well. They develop activities along the children's interests and skilfully extend to support greater depths of learning. For example, the children design 'treasure maps' outside. Staff unobtrusively leave chalk within their reach, which results in the boys deciding to enlarge their map on the tarmac play area. They combine ideas well, demonstrating strong collaborative play and good early writing skills.

### Personal development, behaviour and welfare are good

Staff create a welcoming, friendly and stimulating environment. Children form close relationships with the staff and the other children and show that they feel safe and enjoy their time at nursery. Staff are positive role models and children learn to behave well. They happily include others in their play. For example, boys welcome girls who want to play with horse figures into their game as they play dragons, knights and castles. Staff extend learning in the game by asking questions to support the children's growing understanding of numbers, time and counting. Children are confident in their environment indoors and outside. They freely access the toilet area when needed and independently wash their hands, reminding their friends to do the same if they forget. They enjoy a lot of physical play outside and talk about exercise and keeping healthy.

### Outcomes for children are good

Children develop a positive attitude to learning. They fully participate in rehearsals for their Christmas play with great enthusiasm, singing and signing to the songs and confidently saying their lines. All children, including those who speak English as an additional language, are developing good communication skills. Children are quickly developing the skills they need for future learning and school.

## Setting details

<b>Unique reference number</b>	120076
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1068428
<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>	2 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Jack and Jill Nursery Group Limited
<b>Registered person unique reference number</b>	RP903472
<b>Date of previous inspection</b>	14 May 2014
<b>Telephone number</b>	01252 319595

Jack and Jill Nursery registered in 1970. It operates from a purpose-built building within the grounds of Shawfield Primary School in Ash, Surrey. The nursery is open five days a week from 8.30am to 3pm, term time only. The setting receives funding to provide free early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 15 staff members who work with the children, of these seven hold a relevant early years qualification at level 3 and two at level 2. One member of staff is qualified to level 4, one at level 5 and the manager has achieved early years teacher status.

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