

Inspection of Jack and Jill Pre-School Nursery Ltd

Dordon Community Primary School, Roman Way, Dordon, Tamworth, Staffordshire
B78 1PJ

Inspection date: 25 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival at this warm and welcoming nursery. They are eager to talk to their friends and staff before making choices in their play. Children benefit from a stimulating environment which provides a wide range of resources and activities to choose from. Strong bonds are established between the friendly and nurturing staff, children and parents. Information is gathered and shared between staff and parents during settling-in sessions and continues throughout children's attendance at the nursery. Young children enjoy learning to use tools to spread glue. They stick on their own choice of coloured paper, sequins and other materials to create their collage picture. Children's behaviour is good. They play together with the doll's house, learning to take turns and share. Staff play alongside the children, extending their vocabulary. Children learn the concept of size as staff reinforce their understanding of 'big' and 'little' while they play with the dolls. Staff make the most of every opportunity to develop children's ability to count. For example, as children finish washing their hands for snack, staff support them to count how many children are in the line. Older children enjoy playing in the sand tray, using different-sized scoops and spades to fill and empty containers. Staff support the children's developing number recognition as children search for shells in the sand with numbers on them.

What does the early years setting do well and what does it need to do better?

- Staff are experienced and knowledgeable about how young children learn. They regularly engage in training to support their professional development and are supported in developing their teaching skills.
- Staff benefit from regular supervisions. However, documents completed by staff to observe and assess children's progress are not used consistently. Managers have systems in place to help reduce staff workload. Despite this, some assessments staff complete to monitor children's progress are excessive and do not support staff to clearly target what children need to learn next.
- Parents are highly complimentary about the nursery. They feel very informed about their children's progress through daily discussions, progress reports and regular meetings with their children's key person. Parents describe the staff as being 'caring' and 'very supportive'. Staff take time to get to know the children and their family backgrounds well in order to support their individual needs.
- Children develop their independence as they pour their own drinks at snack time and put on their own coats to go outside to play. They learn about healthy lifestyles and can explain why they need to wash their hands before a cooking activity. Children learn where food comes from and they can grow their own fruit outside. Parents are given information about providing healthy packed lunches. As a result, children are developing a positive attitude to leading a healthy lifestyle.

- There are effective partnerships in place with a range of other professionals. Staff use the advice provided to target support for children with special educational needs and/or disabilities. Links with the on-site school and other local schools are good and help to make smooth transitions for the children.
- Children of all ages listen carefully to stories and join in at appropriate times. They demonstrate their understanding and develop their confidence to speak in a small group as they contribute to discussions. Children are learning key skills in preparation for their next stage in learning.
- Children have access to a broad range of activities, inside and outdoors. For example, staff support children as they play with construction materials, complete jigsaws, paint and make marks on pre-printed worksheets. However, there is scope to provide more opportunities for children to freely develop their own ideas and learn to solve problems.
- Children learn about the wider community during trips to local shops and parks. They have experience of visiting a local care home and joining in activities with the elderly residents. There are regular visitors to the nursery, such as a vicar and teachers from the school who come in and read stories to the children.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a clear understanding of how to safeguard children. They can identify the potential signs of abuse, neglect and radicalisation. Staff are knowledgeable about the nursery's safeguarding policies and know the procedure to follow if they have any concerns about a child being at risk of harm. They keep clear records of any concerns and are aware of the importance of escalating these in a timely manner. The managers and staff receive training to keep their knowledge and skills up to date. Procedures for recruitment are robust. There are regular checks to help ensure the premises are safe and suitable for children.

What does the setting need to do to improve?

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

- strengthen staff supervisions and the monitoring of children's progress to help ensure that assessments are purposeful and used more effectively to plan and deliver activities that build on children's next steps in learning
- provide children with greater play-based opportunities to support their creativity and challenge their thinking.

Setting details

Unique reference number	EY476268
Local authority	Warwickshire
Inspection number	10075846
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 10
Total number of places	48
Number of children on roll	99
Name of registered person	Jack and Jill Preschool Nursery Ltd
Registered person unique reference number	RP533575
Telephone number	01827 899551
Date of previous inspection	26 February 2016

Information about this early years setting

Jack and Jill Pre-School Nursery registered in 2014. The nursery employs 13 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 8.45am to 2.45pm during term time. A before- and after-school provision is also provided from 7.30am to 8.45am and from 3pm to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Robinson

Inspection activities

- The inspector completed a learning walk with the manager across all areas of the nursery, inside and outside, to understand how the setting and the curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team and looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided. She spoke to children and staff at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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