

Inspection of Jack and Jill Day Nursery Brimstage

Brimstage Village Hall, Brimstage Road, Brimstage, WIRRAL CH63 6HD

Inspection date: 5 March 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 demonstrate that they feel safe and secure at this small, friendly nursery. For example, babies happily explore their environment when their key person is in the room. Older children confidently ask staff for help with trickier tasks, such as fastening zips on coats. Staff have high expectations for children. They talk passionately about inspiring children to develop a love of learning from an early age. Across the nursery, they plan a highly stimulating environment to ignite children's curiosity. For example, babies and toddlers show fascination as they enjoy a wide range of sensory experiences, such as exploring cornflour and water. Older children observe how ingredients change when they add herbs to dough. Overall, staff interactions support children's early language development well. For instance, staff provide a narrative to describe babies' and toddlers' actions. However, staff do not consistently use opportunities to extend older children's thinking skills.

Staff are positive role models. They use calm voices and are polite. This supports children to develop good social skills. For example, toddlers pass toys to their friends. Older children take turns and share without prompting. Parents comment positively about the information they receive concerning children's development and well-being at nursery. Staff can build on these good relationships to provide more ideas for parents, to support children's learning and development at home.

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

- There is a strong focus on supporting children to develop their early literacy skills across the nursery. For example, children enjoy a wide range of mark-making opportunities such as painting. Staff encourage older children to write for a purpose, for example making lists as they engage in pretend play. Staff display books attractively in all areas of the nursery to spark children's interest in early reading. For instance, as toddlers enjoy playing with toy zoo animals, they notice a relevant book displayed in the area. They show delight when they find images of animals that look like the toy animals they are playing with. Older children listen attentively to stories and excitedly join in with familiar phrases. Staff skilfully weave singing into activities and routines throughout the day.
- Staff know children well. Overall, they use interactions effectively to build on children's existing skills and knowledge. For instance, as babies and toddlers play, they discuss size and shape. Staff add words to what toddlers say, such as 'orange ball'. However, on occasions, staff do not make maximum use of opportunities to extend older children's thinking skills.
- Children enjoy a wide range of healthy, nutritious meals prepared on the premises. Staff further support children to learn about healthy lifestyles in an enjoyable way. For instance, children enjoy using real fruit and vegetables to

make pretend meals for their friends. Staff use this as an opportunity to discuss the importance of eating vegetables to stay healthy. They sing songs as they model thorough handwashing techniques. This encourages children to copy their actions. As toddlers enjoy bathing dolls, staff talk to them about washing germs away. After lunch, children take responsibility for washing their own faces. This demonstrates that they are consolidating their learning. Children relish their time outside. For example, babies enjoy climbing into the large sandpit. Toddlers squeal excitedly as they chase bubbles. Older children enthusiastically shake parachutes up and down. This supports children to develop their early physical skills.

- Staff support children to manage their own behaviours from an early age. They recognise children's efforts and offer praise and encouragement. This supports children to play cooperatively together. For example, toddlers negotiate space in the soft-play room. Children have a positive attitude to learning new skills. For instance, babies show determination as they pull themselves up on furniture. Toddlers persevere as they climb steps to the slide.
- The new management team talks passionately about raising the quality of this good provision to the highest possible level. Managers regularly monitor staff practice and provide training to help staff to broaden their good knowledge and skills. For instance, staff speak positively about the new system for planning. They comment that this has reduced their workload and improved information sharing with parents. Staff can build on this good foundation to have a sharper focus on helping parents to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding officer ensures that staff have regular training. This supports all staff to have a secure knowledge of how to keep children safe. For example, they confidently describe the local procedures to follow if they have concerns about children's safety or well-being. The management team is alert to the risks of modern technology. For example, managers have rigorous policies and procedures around the use of mobile phones. Staff help children to learn ways to keep themselves safe. For example, they take children for walks down local country lanes. This supports children to learn about road safety.

What does the setting need to do to improve?

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

- support staff to maximise opportunities to challenge and extend older children's thinking skills
- build on the good relationships with parents, to have a sharper focus on helping them to support children's learning and development at home.

Setting details

Unique reference number	EY403311
Local authority	Wirral
Inspection number	10066925
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	50
Number of children on roll	52
Name of registered person	Wirral Nurseries Ltd
Registered person unique reference number	RP902165
Telephone number	0151 342 6666
Date of previous inspection	17 December 2015

Information about this early years setting

Jack and Jill Nursery (Brimstage) registered in 2009. It is situated in Brimstage, Wirral. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above, including 10 members of staff who hold a qualification at level 3. The manager has an appropriate early years childcare qualification at level 6. The nursery opens Monday to Friday from 7.30am until 6pm all year round, except for bank holidays. The nursery provides funded early education places for two-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The manager and the inspector jointly observed an activity. The inspector discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- Key persons discussed children's learning and progress with the inspector, including children's next steps and current interests.
- The inspector examined a sample of relevant documents, including evidence of the suitability of staff.
- A sample of parents shared their views on the nursery with the inspector. The inspector took their views into consideration.

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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