

Inspection of Jack & Jill Day Nursery – Rock Ferry

Victoria Park House, Bedford Avenue, Rockferry, Wirral CH42 4QJ

Inspection date: 30 June 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children appear to be happy and content at the nursery. They have formed strong bonds with staff and with each other. Children are excited to be at nursery and talk confidently about the things that they enjoy doing. A child-centred approach to teaching helps children to develop their independence, make choices and lead their own play. Children are confident and motivated learners.

Staff have high expectations for all children and talk to them about the importance of rules and boundaries. They teach children to be kind and considerate towards each other and to use their manners consistently. Children behave very well. They listen carefully to staff and follow instructions. Children play cooperatively with their friends and demonstrate high levels of engagement.

Partnership working with parents is a strength. Recent changes in procedures due to the COVID-19 (coronavirus) pandemic means that parents no longer enter the nursery. Despite this, leaders have developed a range of other ways to share information about children's learning and development. Parents are very happy. They are complimentary about the staff and talk about the high level of support for families and how settled their children are here.

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

- Leaders have a clear vision for the nursery. They plan a curriculum that is interesting and ignites children's natural curiosity. Staff understand the importance of teaching children skills in the correct order. For instance, staff teach children different ways to strengthen their small muscles in preparation for early writing.
- Staff get to know children very well when they first start attending. Ongoing observation and information received from parents help them to plan experiences that build on what children already know and can do. Frequent assessment of children's development means that staff can swiftly identify and address any gaps in learning. A good level of support is provided for children with special educational needs and/or disabilities and children who may be at risk of falling behind. This means that all children make good progress.
- Communication and language development is a focus at the nursery. Younger children learn to say the names of farm animals and match them to the corresponding noise they make. Older children communicate confidently about familiar stories they have enjoyed. Staff make the most of opportunities to teach children a variety of new words.
- Children's levels of engagement and curiosity are high. Older children engross themselves in the sensory experience of water play. They carefully negotiate how they can slow down the flow of water through a funnel. Children skilfully

work out that filling the funnel with oranges will help them to achieve their goal. This helps children to develop problem-solving skills and use their own ideas.

- Staff teach children about the importance of a healthy diet and physical exercise. Children have lots of opportunities to run, jump, climb and balance in the large soft-play area or the various outdoor areas. Mealtimes are a social event. Staff use them as an opportunity to discuss healthy foods and the effect they have on our bodies and teeth.
- Children talk with excellent recall about recent sporting events that have taken place. Staff extend this interest to teach children about different countries and cultures. They discuss the weather, foods and where countries are on a globe. Children are quickly learning about life in modern Britain and the world in which they live.
- Leaders have worked hard to ensure that children transition seamlessly on to school or nursery. Changes in the procedures due to the COVID-19 pandemic mean that staff from other settings no longer visit the nursery. However, staff still ensure that they receive a wealth of information to support children in their next stage of learning.
- Staff complete a wide variety of training courses to support their own professional development and promote children's learning. However, the procedures for supervision, coaching and mentoring are not precise enough. This means that, occasionally, there are inconsistencies in the quality of education across the nursery. For example, not all staff encourage children to model correct language.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are robust. Leaders and staff have a good knowledge and understanding of the signs and symptoms of abuse. They are confident with the procedures for referring concerns about children or staff. Staff understand the importance of reporting safeguarding concerns beyond senior leaders if they were ever unhappy with the response to any concerns raised. Regular health and safety checks and risk assessments help to ensure the environment is safe, secure and clean 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 the arrangements for supervision, coaching and mentoring to ensure high-quality education is consistent across the nursery.

Setting details

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| Unique reference number | EY479012 |
| Local authority | Wirral |
| Inspection number | 10198905 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 90 |
| Number of children on roll | 120 |
| Name of registered person | Wirral Nurseries Ltd |
| Registered person unique reference number | RP902165 |
| Telephone number | 0151 644 1000 |
| Date of previous inspection | 8 February 2017 |

Information about this early years setting

Jack and Jill Day Nursery registered in 2014. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The acting manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of teaching indoors and outdoors and evaluated the impact on children's learning.
- A leadership and management meeting was held with the acting manager and senior leadership team.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- Documentation relating to the suitability of staff was checked. The inspector looked at paediatric first-aid certificates and qualification certificates.

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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