

Inspection of Jack & Jill Day Nursery – Rock Ferry

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

Inspection date: 4 July 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children are not getting the early education they deserve. This is particularly the case for children who may have, or with special educational needs and/or disabilities (SEND). Until recently, their needs have gone unnoticed. As a result, children have not had their individual learning needs met. In addition, they have not benefited from the expertise of outside agencies. The delay in making referrals to these agencies has put children at a significant disadvantage in their learning.

Children's learning is further hindered because staff do not share required information, such as progress checks, with parents. This means that parents are not informed of their children's progress or any delays in their development.

Despite weaknesses, children are well behaved and enjoy their play. Interactions between staff and children are respectful. As a result, children are happy and eager to take part in a variety of activities. For example, older children make animal prints using different coloured paints, whereas babies refine their physical skills as they explore their stimulating environment.

Due to several staff changes, some children have not been able to forge strong attachments to a familiar adult. This instability does not provide continuity in children's care and learning, which affects their personal development. Furthermore, children's safety is not assured because leaders have not ensured that safeguarding procedures are followed.

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

- Due to a period of turbulence with staff and managers, standards have declined since the previous inspection. Leaders have taken some action to address this decline. For example, they have recently appointed a new manager, who is eager to make improvements. However, staff morale is low, and some staff have been absent from work. This affects their well-being and disrupts children's learning.
- Children with SEND have not been supported well enough to help them to catch up. This is because staff and the special educational needs coordinator (SENCo) have not communicated with each other. This has resulted in a delay of referrals being made to relevant agencies.
- Leaders have not prioritised specialist training for staff to help them meet the needs of children with SEND. For example, staff booked on SENCo training were unable to attend. As a result of these weaknesses, some children are missing out on the education they deserve.
- Some children have had four key persons in a short space of time. This does not provide continuity in their care, learning and progress. For example, some staff

are not clear on what children need to learn next. Furthermore, staff are unable to build a secure relationship with their key children and their parents due to the constant changes. Leaders have not responded quickly enough to address this weakness.

- Assessment information is not fit for purpose. Staff complete the required progress checks for children aged between two and three years. However, they do not do anything with this information. The progress checks are stored in a file and not shared with parents. As a result, parents are not informed of their children's progress or any delays in their development.
- Despite weaknesses, there are elements of positive practice. Staff are kind and caring towards children. They are attentive to the babies and they play with the older children. For example, staff model how to roll the play dough and encourage children to have a go. As a result, children demonstrate some positive levels of engagement.
- Children and staff share the joy of books as they sit together reading stories. This helps children to sit, listen and learn new words. Books are readily available for all children, including babies. For example, babies access black and white coloured books with textured pages. This helps them focus as they feel these interesting items and they are gently introduced into the world of books.
- Hygiene practices are maintained to a high standard, which minimises the risk of cross-infection. All areas of the nursery are clean and well maintained to ensure children's good health. Staff also adopt effective nappy changing procedures. For example, they disinfect the nappy changing unit before and after use.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are not assured because the nursery's policies are not consistently implemented. The management team did not follow the correct procedure when a recent allegation was made against a member of staff. Furthermore, new staff are not made aware of safeguarding procedures, such as the mobile phone policy, when they start at the nursery. These weaknesses have a significant impact on the safety and well-being of children. There are elements of positive practice that do protect children. For example, staff supervise children closely and sleeping babies are not left unsupervised. Staff also ensure that children do not play outdoors when the temperature is too high. This helps to protect them from the sun's harmful rays.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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plan and implement a curriculum that meets the needs of children with SEND	27/07/2022
seek timely support from outside agencies, so that children with SEND get the support they need, to help them achieve the best possible outcomes	27/07/2022
ensure the key-person system provides continuity for children and enables them to build a relationship with a familiar adult	27/07/2022
ensure the progress check for children aged between two and three years is shared with parents, and this must include any areas where a child's progress is less than expected	27/07/2022
provide training, support and coaching for all staff to promote teamwork and continuous improvements	27/07/2022
ensure the nursery's policies and procedures intended to safeguard children are implemented in practice.	27/07/2022

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

- reduce unnecessary burdens to help boost staff morale.

Setting details

Unique reference number	EY479012
Local authority	Wirral
Inspection number	10244742
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	30 June 2021

Information about this early years setting

Jack & Jill Day Nursery – Rock Ferry registered in 2014. It is situated in Rockferry, Wirral. The nursery employs 11 members of childcare staff. Of these, nine hold an early years qualifications at level 3 and one holds level 2. The nursery opens from Monday to Friday. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed interactions between staff and children.
- A meeting was held with the SENCo.
- The inspector looked at a sample of documentation, including child protection policies.
- The inspector held meetings with the leadership and management team.
- The inspector carried out a joint observation with the manager.
- The manager and inspector completed a learning walk around the nursery.

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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