

# Inspection of Jack & Jill Day Nursery – Rock Ferry

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

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Inspection date: 10 October 2022

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is inadequate

There have been some positive improvements since the last inspection. For example, the implementation of training, coaching and supervision of the staff. However, these are still in their infancy and not yet having the full impact to sustain improvements across the nursery. As a result, new areas of concerns were identified at this inspection that place children at risk of harm. Staff do not implement the setting's hygiene and risk assessments procedures well enough. As a result, children are exposed to undue risks in the environment and their ongoing health and well-being is not supported.

Pre-school children are confident and have good social skills. For example, they take turns to listen to each other during circle time discussions. They proudly talk about their home life experiences and favourite things to do with the staff. However, the quality of education across the setting is not consistently good. There are some gaps in the curriculum. While some children are highly involved and motivated to learn, others are not. In addition, staff do not consistently support children's independence and willingness to have a go and do things for themselves. This means that these children do not build up their skills as they should and are at risk of falling behind.

Children display positive attitudes to learning. They arrive happy and gleefully embrace the staff. Children quickly settle to play with their friends. All children, including those who are new to the setting, are very content in their surroundings and have developed strong bonds with key members of staff.

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

- Staff do not implement the setting's policies, procedures, and risk assessments well enough. For example, during the inspection, despite a risk assessment being carried out, children had access to items, such as plastic nappy sacks and a tub of barrier cream. In addition, staff were observed to place a finger into children's meals to test the temperature. This places children at risk of harm and does not support their health and well-being.
- Changes to the leadership team do have some positive impact on outcomes for children. For example, all staff have received intensive training to help them better support children's learning. This has gone some way to improving interactions and teaching practice. However, staff are not yet skilled at adapting their teaching to suit the ways in which children prefer to learn and re-shaping activities, so that all children have an equal opportunity to contribute and deepen their knowledge and skills. As a result, some children become easily bored and wander off.
- While staff understand that a focus of the curriculum is to support children's

physical development, the way they organise the day does not provide all children with an opportunity to play outdoors. This hinders the progress of children who prefer to learn this way. That said, children who are able to play outdoors do enjoy their time outside. They confidently ride bicycles and show good listening and cooperation skills as they work together to move a large parachute, closely following staff's clear instructions.

- Children develop some independence and self-help skills. For example, older children serve themselves lunch and tend to their own hygiene needs. Toddlers are encouraged to wipe their own noses and have a go at pouring their own drinks. However, there are too many occasions when staff intervene too quickly to help children and, at times, completely miss opportunities for children to have a go on their own. This does not help children to consolidate their learning.
- The support for children with special educational needs and/or disabilities (SEND) has improved. The special educational needs coordinator (SENCo) has attended relevant training and provided additional training to help staff to meet the needs of children with SEND. The SENCo and staff have also introduced visual cue cards and implement one-to-one sessions well. These support children's communication and language development. However, some children are not making the progress they could because the quality of education is not consistently good throughout the nursery.
- Children enthusiastically arrive and are ready to learn. They confidently wave off their parents and greet staff with a big hug. Babies happily explore their environment. They particularly enjoy sharing a book with staff and singing their favourite songs and rhymes. Toddlers eagerly seek out their friends and quickly settle to their self-chosen activities. They demonstrate high levels of self-confidence and excellent social skills as they work together to successfully move a large, wheeled truck from the grass to the playground.
- Children behave very well. They listen carefully to staff and are kind, caring and considerate to their friends. Children demonstrate a positive attitude to learning. They are keen and eager to have a go and persevere at tasks for sustained periods of time. For example, toddlers work out how parts of a jigsaw fit together, and older children work together to build a tower using different shapes.
- Partnerships with parents are positive and, overall, support children's progress. New systems to implement the progress check for children aged between two and three years are working well. Parents say they receive lots of valuable information about their child, including fun ways to support children's learning at home. Parents describe staff as 'wonderful' and 'like family'.

## Safeguarding

The arrangements for safeguarding are not effective.

While some policies and procedures are implemented well, others are not. Poor staff practice, in relation to risk assessment and hygiene at mealtimes, places children at risk of harm. Staff robustly implement the new procedures for managing the needs of those children who require a special diet. In addition, they have a

secure understanding of their roles and responsibilities to safeguard children. Staff diligently implement the setting's mobile phone procedure. This further ensures children's safety. Robust procedures for recruitment and vetting of staff ensure that children are cared for by suitable adults.

## 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
ensure staff implement the setting's risk assessment procedure robustly to identify and remove all potential risks to children	14/10/2022
ensure staff implement effective hygiene practice during mealtimes	14/10/2022
improve oversight and monitoring of staff's practice to ensure they consistently implement the setting's policies and procedures and provide further support to raise the quality of the education practice.	28/10/2022

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

- support and extend children's learning by ensuring the curriculum is consistently ambitious and implemented effectively, particularly to better support the ways in which children prefer to learn
- provide more opportunities for children to have a go and do more for themselves.

## Setting details

<b>Unique reference number</b>	EY479012
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10248715
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Wirral Nurseries Ltd
<b>Registered person unique reference number</b>	RP902165
<b>Telephone number</b>	0151 644 1000
<b>Date of previous inspection</b>	4 July 2022

## Information about this early years setting

Jack & Jill Day Nursery – Rock Ferry registered in 2014. It is situated in Rockferry, Wirral. The nursery employs 10 members of childcare staff. Of these, six staff hold an early years qualifications at level 3 and one holds level 2. One member of staff holds a qualification at level 6. The nursery opens from Monday to Friday. Sessions are from 7.30am until 6pm.

## Information about this inspection

### Inspector

Donna Birch

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the leadership team and has taken this into account in their evaluation of the provider.
- The manager and the inspector completed a joint observation together.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The inspector spoke to the staff throughout the inspection.
- The manager, area manager and quality manager held a meeting with the inspector to discuss the leadership and management of the setting.
- The inspector spoke to parents and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to the children to find out what they enjoy doing while at the setting.

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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