

# Inspection of Jack and Jill's Nursery

Jack & Jills Nursery, Sydenham House, Monkswick Road, Harlow, Essex CM20 3NU

---

Inspection date: 18 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are happy to attend this setting and display a positive attitude to learning. They form strong relationships with the staff, who support children's emotional well-being, self-esteem and resilience. Children are very familiar with the established routines. For example, as soon as children arrive at the setting, they proudly find their name tags and post them in a letter box, showing good reading skills.

Children navigate with interest and ease around the setting, choosing activities that spark their curiosity and excitement. For example, they enjoy pretending to be vets in the home corner. Children use their previous experiences to engage in role play with their peers, which helps them to strengthen their social interactions. In addition, they learn more about being caring and affectionate towards pets and living things.

Children enjoy exploring the messy room, where they have meaningful opportunities to investigate and mix different coloured paints. They learn that mixing red and blue makes purple. As a result, children feel proud and accomplished. Children enjoy carrying out small responsibilities around the setting. They help the staff tidy up before snack time. This helps to boost their self-esteem and confidence. Staff support children's early writing skills through exciting activities. For example, when out in the garden, children use chalk to make marks on the blackboard and ascribe meanings to them.

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

- Staff offer a rich environment with plenty of meaningful learning opportunities. Children make their own choices about what activities they would like to explore next. They learn to share and take turns with ease and confidence. For example, in the garden, children play well together with the dinosaurs. They use small brushes with control and steadiness to uncover bones and hidden treasure in the sand. Children maintain their focus and attention for extended periods and build on their fine motor skills.
- Staff model language well and engage in conversations with the children. They use open-ended questions and introduce new vocabulary, such as 'galaxy, asteroid' and 'planet'. However, staff do not use all opportunities to encourage younger or more vulnerable children to repeat these words to embed their knowledge.
- Children have good opportunities to build on their fine motor skills. Younger children colour in and stick shapes on a template, whereas older children use scissors with good control to cut around shapes. This also helps develop children's mathematical skills.

- Children have good opportunities to be active and engage in physical activities. For example, children follow staff's instructions to sing their favourite nursery rhymes while dancing and doing the actions. They also copy yoga poses to build on their balance, coordination and stamina. However, staff do not always encourage the children to explore this further and challenge their learning.
- Children form strong relationships with the staff, who offer a calm, stable and nurturing environment. They feel secure in their care and readily ask for help when needed. This supports children's emotional well-being effectively. Staff have good knowledge of children's learning. They understand what children need to learn next and use information from their observations of children to guide their planning. However, occasionally, staff do not identify when children need more challenge to extend their learning further.
- Leaders' vision and ethos for the setting are ambitious. They continuously look for ways to improve the quality of care and education they provide to benefit the children. This includes working in close partnership with outside professionals and offering additional support to children with special educational needs and/or disabilities. Leaders value their team's well-being. They organise regular meetings to ensure they keep their knowledge current and up to date.
- Partnership with parents is effective. Parents praise the flexibility and inclusiveness of leaders and staff. For example, parents feel supported and involved in their children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have good knowledge and understanding of safeguarding, including wider aspects, such as the 'Prevent' duty and female genital mutilation. They have effective and accurate policies and procedures in place to guide them, which they review regularly and share with parents. Staff and leaders understand the importance of following the correct procedures to report any concerns to relevant professionals to protect children from harm. Staff and leaders complete regular training to keep their safeguarding knowledge current and up to date. Staff take steps to help ensure that the setting and garden are safe. They carry out regular risk assessments. This helps to assure children's safety and welfare.

## What does the setting need to do to improve?

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

- strengthen the quality of teaching and education to ensure children benefit from extensive and challenging learning opportunities
- focus professional development on improving understanding of how children learn and the use of assessment in curriculum planning.

## Setting details

<b>Unique reference number</b>	EY293883
<b>Local authority</b>	Essex
<b>Inspection number</b>	10265216
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Adeyinka, Felicia Bolanle
<b>Registered person unique reference number</b>	RP514537
<b>Telephone number</b>	01279 444425
<b>Date of previous inspection</b>	30 May 2017

## Information about this early years setting

Jack and Jill's Nursery registered in 2004 and is privately owned. The nursery opens Monday to Friday all year round, with the exception of one week at Christmas. Sessions are from 8.30am until 5.30pm. It has 11 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anca Sandu

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, outdoors and indoors, and assessed the impact this has on children's learning.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- Children spoke with the inspector about the activities they were doing.
- The inspector carried out a joint observation with the deputy manager.
- Parents spoke about the setting to the inspector, who took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of the staff working 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023