

Inspection of Jack & Jill's Private Day Nursery

22 Cliffe End Road, Quarmby, Huddersfield, West Yorkshire HD3 4FF

Inspection date: 23 February 2023

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 are very happy as they excitedly greet their friends. There is a buzz of energy at the nursery, and staff enthusiastically engage children. Children feel safe and secure and talk with staff about their home life. Older children laugh and wait their turn as they find which number fits the shape on the page. Staff support their choices and offer ideas, which children respond well to. Children independently find toys to play with. They talk on pretend phones to their friends at the other side of the room.

Staff are friendly and welcoming. This helps babies to settle quickly and engage with their peers. Babies hand each other cards and babble happily as staff repeat the words clearly. Toddlers run outside and put stones in buckets, shaking them to hear the sounds. Children stop and look for a helicopter flying in the sky as staff point it out to those who cannot see it.

Parents are really happy with the nursery and love coming to stay-and-play sessions. They feel involved in their children's learning and progression. Parents love hearing them singing songs at home that they have learned at nursery.

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

- Overall, the manager assesses the quality of learning well and implements strategies to improve. For example, she identified mathematics as an area for improvement, and now staff in all rooms successfully weave this into children's play. During water play, staff count lemons that children find.
- Oral health is a priority, and resources support children's understanding of health. For instance, they enjoy making pretend stew with real fruit and vegetables. They look at each other's teeth and pretend to brush them.
- Learning is sequenced across the nursery. For example, children enjoy self-registration during circle time. Toddlers recognise their picture, and older children begin to recognise their name. This supports their literacy development.
- Children have very good independence skills, and all children are beginning to develop confidence in feeding themselves. This is demonstrated when babies use spoons and lidded cups and when pre-school children self-serve and use named cups.
- Children are very comfortable and happy. They respect other children and build friendships. Toddlers snuggle into staff for stories. Older toddlers hug after skipping in a circle singing 'Ring a Ring o' Roses'. Pre-school children play hide and seek together and say, 'excuse me', when reaching for paint.
- Children remain engaged in activities for long periods. There is lots to choose from, including gluing and sticking, sensory activities, and water and flour to explore. Staff expand learning opportunities for children, and, as a result,

children stay focused for longer.

- Overall, staff support children's language well. They make eye contact and get down to children's level when talking to them. Staff plan purposeful activities to develop children's next steps. However, the manager does not always monitor practice well enough and recognise when strategies to support children's communication skills are not fully effective. For example, she does not always recognise when staff do not pause when communicating with children to allow them to think and respond to questions.
- Parents are really happy with the service. They love the trips to the theatre, which expand children's experiences. A new system to communicate regularly with parents is very successful. Parents like how easy it is to share information.
- Children with special educational needs and/or disabilities (SEND) are fully supported and included. Staff work well with other professionals and the special educational needs coordinator (SENCo) to ensure that children progress well with their targets.
- Staff know children well, including what they have achieved and what they need to learn next. They have good processes to support any areas of concern and when children move to the next room or on to school.
- Staff have some understanding of how to help children to comprehend concepts like diversity. However, they have not fully explored how children can develop a deeper understanding of their own heritage and culture as they play and learn.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about safeguarding procedures. They know the signs to be aware of and who to contact if there are any concerns about the welfare of a child. Staff have a good awareness of local issues, such as county lines. There is a thorough safeguarding policy in place. The manager is highly organised, so information is easily accessible, if required. She risk assesses the setting daily and is quick to respond to issues in order to keep children safe at all times.

What does the setting need to do to improve?

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

- monitor teaching more effectively to identify and address minor weaknesses in practice, to raise children's achievements to a higher level
- help children to develop a more in-depth understanding of what they have in common with others and learn about the diverse world they live in.

Setting details

Unique reference number	311268
Local authority	Kirklees
Inspection number	10276160
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	44
Number of children on roll	71
Name of registered person	Jack & Jill's Nursery Ltd
Registered person unique reference number	RP527762
Telephone number	01484 656854
Date of previous inspection	4 July 2017

Information about this early years setting

Jack & Jill's Private Day Nursery registered in 1991 and is located in Huddersfield. The nursery employs 15 members of childcare staff. There are four apprentices, and all other staff hold appropriate early years qualifications at level 2 or above. The manager has a level 6 early years qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. It also operates a before- and after-school club, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laurafay Muranka

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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