

# Jack and Jill's Day Nursery

Buncefield Lane, Woodlane End, HEMEL HEMPSTEAD, Herts, HP2 7HY

<b>Inspection date</b>	07/04/2014
Previous inspection date	07/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The quality of teaching is good. Practitioners plan effectively and provide a range of interesting learning opportunities for children. Consequently, children make good progress in their learning and development.
- Well-established links with parents ensure the individual care and needs of the children are effectively planned for. Children form close bonds with their key person and with other practitioners. As a result, they are confident and keen learners.
- The leadership and management of the nursery is strong. Children are kept safe as practitioners have a good understanding of managing and monitoring risk and how to safeguard children. Robust recruitment procedures and ongoing professional development help ensure that all practitioners working with the children are suitable to do so.

### It is not yet outstanding because

- There is scope to extend children's independence through everyday routines, such as at snack and lunchtimes.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector talked to children and observed them taking part in a range of activities in various rooms around the nursery, play outside and have their lunch.
- The inspector looked at a selection of records in relation to the children's achievements and how the nursery plans for individual children's progress.
- The inspector spoke to parents and practitioners about the children's care, learning and progress.
- The inspector carried out a joint inspection with the assistant manager.
- The inspector checked evidence of the suitability and qualifications of the practitioners working with the children.

## Inspector

Tina Kelly

## Full report

### Information about the setting

Jack and Jill's Day Nursery opened in 2001 and was re-registered on the current site in 2008. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is privately owned and it is operated and managed by the registered provider. It is situated in purpose-built, single-storey premises in Hemel Hempstead, Hertfordshire. It operates from a selection of rooms and all children have access to enclosed outside play space and there is a separate garden for babies. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 78 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. The nursery serves the local area and is accessible to all children. The nursery provides holiday care for school-aged children. These children have use of separate rooms within the building. The registered provider works on site and employs 20 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2, seven hold level 3, two hold level 4 and two hold level 5. Other staff are unqualified. The nursery is supported by the local Early Years Development and Childcare Partnership.

### What the setting needs to do to improve further

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

- promote the development of children's life skills further through everyday routines, for example, by providing regular opportunities for them to self-serve, pour their own drinks and set out plates and cups at snack and meal times.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good because practitioners have a secure knowledge of how children learn through well-planned play opportunities. The nursery effectively uses the Statutory framework for the Early Years Foundation Stage and supporting documents. Assessments of children of all ages are clear, precise and sharply focused and they are based on staffs' comprehensive knowledge of the children and their families. As a result, children are making good progress in relation to their starting points. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention if necessary. Assessments clearly demonstrate that any gaps in children's learning are closing rapidly. A broad educational programme is based on the children's interests and the next steps in their learning. This ensures children have opportunities to take part in a wide range of learning experiences which challenges their developing skills. Practitioners know the children as there is an effective settling-in process. This works well alongside the 'All about

me' form completed by parents as children join the nursery. The progress check at age two is carried out and a written summary is shared with parents to enable them to support children's developing skills at home. Parents have regular discussions with their key person and access to children's learning journals so they continue to support their children's learning at home.

The exciting and stimulating environment, both indoors and outdoors, ensures that all children make rapid progress towards the early learning goals. Children are eager to learn and consistently demonstrate the characteristics of effective learning. Children are cared for in care groups relating to their ages and stages of development. Planned use of the central corridor gives additional space for activities, snack and lunchtime. Each home room has access to the outdoor play space. Babies are encouraged to explore the well-resourced home room. Practitioners sit with the young children and talk to them as they play. They teach them to try new experiences and to reach for toys. They are gaining in confidence as they begin to crawl and practise walking with good support from practitioners. Practitioners focus on helping children to develop communication and language skills and supporting physical, personal, social and emotional development. As a result, babies display high levels of confidence and self-esteem. Adult-led activities, such as circle time encourage children to express themselves and to listen to adults and other children. Children concentrate as they are asked to reach into the 'listening bag'. Practitioners teach children to describe the items they find and they encourage them to learn from each other. They encourage children to talk about the sounds, colours and what the items are used for. Practitioners extend children's language and understanding by introducing new words, linking them to actions and toys the children are familiar with. Children's language is developing well and practitioners develop this skill by focusing on teaching pre-school children letters and sounds linked to their name. Children learn by repeating simple phrases which are linked to the phonics systems used in local schools. Practitioners teach children simple mathematic concepts and problem-solving skills as they talk about 'how many' and talk about the different sizes of cars and trucks they find in the bag. Children enjoy the outdoor environment, freely exploring and being physically active. They are keen to go out in the rain and have first-hand experiences of the seasons and weather. Children have many opportunities to develop their large muscle control and coordination. Children initiate their own learning through exploration and investigation and practitioners use their skills and knowledge to challenge their thinking further.

The nursery provides a bright and interesting environment that encourages children to learn. It is thoughtfully laid out and resourced to meet the needs of the children who attend. Children are supported by practitioners who are sensitive to their individual needs. All children take part in rich and varied learning experiences, which ensure they are well prepared to move on to other settings, such as nursery and reception class. Children are developing the skills they need to ensure they are capable in taking part in new experiences to support their future learning.

### **The contribution of the early years provision to the well-being of children**

Children develop secure attachments to their carers as they use the information gained from parents as they join the nursery to meet their individual needs. The key person

system is well established and practitioners know the children well. They take responsibility for monitoring their well-being and planning activities linked to the next steps in their learning. Practitioners teach the children to be aware of their own safety and that of children playing nearby. They use gentle reminders to ensure children are aware of the needs of others as they make space for others to join in their play. Practitioners use effective strategies to ensure children understand the rules of the nursery and as a result, children's behaviour is good. Children across the nursery know about the routines. Pictorial timelines on display help children to make sense of the different times of day and the activities they can take part in. Some children settle for an afternoon sleep. Babies have a separate sleep room and practitioners ensure they sleep in line with parents' requests. They comfort them and ensure they have their personal belongings with them, which develops a strong sense of security.

Children are cared for in a well-maintained environment. They learn about a healthy lifestyle through everyday routines and daily physical activities which are planned into the nursery routines. Resources and furniture in all rooms is of good quality and appropriate to the ages and stages of children's development. Very low-level tables in the baby room enable babies to stand or sit so they can easily take part in activities. The nursery prides itself on providing home-cooked, nutritious food which meets the dietary requirements of families and to introduce children to new foods and tastes. Snack and meal times are a calm and social event throughout the nursery. Practitioners are fully involved in teaching children the skills they need to handle cutlery, cups and to sit nicely at the meal table. Children clearly enjoy this time of day and they eat well. However, children's independence is not always fully extended at this time. Practitioners set out the cups and cutlery and they serve lunches to the children. This means opportunities for children to make choices and take responsibility to learn new skills for the future and to make links with everyday routines are not always fully promoted.

Children take responsibility for finding their coats and putting on boots when they go out to play in the rain. They are gaining in confidence in their personal and social skills, enabling them to take part in group activities and to make their needs known to adults and other children. The nursery has developed strong links with local schools and other early years settings. Practitioners introduce pre-school children to their new uniforms and teachers visit to meet with the children. Routines and activities are adapted to ensure children are confident in moving between rooms within the nursery and when they move on to other early years settings.

### **The effectiveness of the leadership and management of the early years provision**

The registered provider, senior practitioners and the whole staff team have a good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. The nursery uses the Local Safeguarding Children Board code of practice as the basis for the safeguarding policy and procedures. Practitioners are clear about their responsibilities with regard to safeguarding issues and ensure children are safeguarded at all times. The nursery manager and senior practitioners have a good understanding of how to keep children safe and there are clear systems in place to assess

risks to children in the nursery and the outdoor environment. As a result, the areas used by children are safe and suitable. A robust recruitment and induction process, including relevant suitability checks, helps to ensure all staff are suitable to work with children.

The management of the nursery has a strong commitment to continuous improvements and training, which enhances the practitioners' professional development. Regular team meetings are in place and self-appraisals and discussions during one-to-one meetings with the manager ensures overall practice is of good quality at all times. As a result of regular observations by the manager, strengths and weaknesses of staff practice are identified and they are supported to improve their practice through professional development training. The nursery attends cluster meetings with other early years settings and children's centre support staff. Practitioners consistently review the planning and the learning opportunities for children. This means they can adapt and improve routines and activities to ensure consistently good quality learning and care for all children. Staff, children and parents are fully involved in the process, their views are actively listened to and their ideas and suggestions are implemented. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement.

Strong partnerships with parents help children to settle and enable parents to be involved in their children's learning. Betsy Rainbow is a popular soft toy who is taken home by children to share in special events. This strengthens links and learning at home and with extended family. The nursery uses e-mail and a web page to keep parents informed about overall nursery practice, term dates and changes to routines. The communications diary is used to keep parents informed about children's personal care routines and for parents to share important information on a daily basis. Parents are confident in their key workers and say they feel they know their children 'really well'. Information sharing is effective and eases children's move to other settings and on to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY374856
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	966377
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	93
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Jack & Jill's Day Nursery Limited
<b>Date of previous inspection</b>	07/01/2013
<b>Telephone number</b>	01442 244 903

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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