Inspection of Jack n Jill Pre-School and Nursery

Stone Lodge Community Centre, Hawthorn Drive, Ipswich IP2 0QY

Inspection date:	5 March 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily wave goodbye to their parents as they are welcomed into this nurturing and inclusive nursery. Staff provide robust and bespoke settling-in processes that ensure children develop strong bonds with staff and their key persons. Therefore, children swiftly feel safe and secure in their environment. Staff provide opportunities for children take part in celebrations, to mark special days from their own and other cultures. This promotes a sense of belonging for all children and they learn about the wider world.

Staff successfully engage children in enjoyable back-and-forth conversations during their play. Because of this, children engage in lively conversations with friends. They use their rapidly developing language to ask questions and express their views. Staff are very good role models for children. For example, staff sensitively model number names and counting to children as they play imaginatively with the toy cars. Staff praise children's efforts as they count with them. This boosts their self-esteem and influences positive attitudes to learning.

Staff support children to accept the needs of others by encouraging turn-taking games. Children are proud when staff praise their good behaviour and acts of kindness to towards others. Children benefit from a variety of pets that reside at the nursery. They offer calming experiences and help children develop empathy, which contributes to children's growing ability to regulate their own behaviours and emotions.

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

- The management team and staff are knowledgeable about what they want the children to learn and plan a rich curriculum to help children make good progress. Staff bring the curriculum to life with creative and engaging learning experiences that ignite children's curiosity and wonder. For example, children develop their hand-eye coordination while squeezing juice from lemons during a fruit tea making activity. Due to its open-ended nature and availability of a wide range of resources, children happily create their own narrative to their play and test out their own ideas.
- The management team is well established, and they are highly passionate about their role. They continually evaluate the service provided to ensure the best outcomes for children. The management team listen to staff and have a high regard for their well-being. As a result, staff genuinely love working here. They find training that matches their interests and supports the children they care for extremely well.
- Mealtimes are sociable occasions throughout the nursery and children's independence is encouraged in all age groups. Staff give children meaningful

praise as they independently carry out self-care routines. Staff support younger children to help them learn important hygiene routines, such as washing hands before eating. At times, staff do not always identify and respond effectively to use teaching opportunities that help children become increasingly independent in their personal care.

- Staff support children to practise real-life skills, such as cutting up fruit snacks and using hammers and nails in construction play. Although staff understand how to safely manage risky play, they are not consistently effective in teaching children how to identify and minimise potential risks for themselves.
- Children build resilience and strength as they test their physical limits on the various assault courses. They negotiate space incredibly well on pedal bicycles. Outdoor play is a big part of how staff promote healthy lifestyles. Staff help children to understand what it means to be healthy with regular cooking sessions. They also offer daily healthy meals and snacks, which contributes to the healthy and nutritious diet children enjoy.
- The inclusion of children with special educational needs and/or disabilities is a particular strength of the nursery. Staff work collaboratively with parents and outside professionals, to identify specific support for children's individual needs. Appropriate plans are implemented to enable children to achieve their best possible outcomes.
- Partnership with parents and families is at the heart of the nursery. Parents call it 'their second home' and express overwhelming praise for the staff team. Staff sensitively educate parents about the curriculum, and parents are inspired to replicate the learning and resources at home. Parents value the daily conversations about their children's learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on the already good teaching, to further support children to increase their independence and confidence in managing their self-care
- help staff to consistently support children to broaden their understanding of how to assess and manage risks for themselves.

Setting details

Unique reference number	2700208
Local authority	Suffolk
Inspection number	10372493
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	85
Name of registered person	Jack N JIll Pre-school and Nursery
Registered person unique reference number	2700205
Telephone number	01473680887
Date of previous inspection	Not applicable

Information about this early years setting

Jack N Jill Pre-School and Nursery registered in 2022. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 50 weeks of the year, closing for one week in August and one week at Christmas. Sessions are from 8am to 6pm. The nursery provides government funded early education for all eligible children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- The management team and the inspector completed a tour of the nursery, both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, they showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and also took account of their views.
- The inspector held a meeting with the management team and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the committee and staff working in the nursery and a selection of other records.

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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