

# Nanny Jenny's

Inspection report for early years provision

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<b>Unique reference number</b>	EY399413
<b>Inspection date</b>	20/01/2010
<b>Inspector</b>	Sarah Williams

<b>Setting address</b>	Great Clacton Community Centre, 16-26 Valley Road, CLACTON-ON-SEA, Essex, CO15 4AR
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Nanny Jenny's Pre School is privately owned and managed. It opened in 2009 and operates from a community hall in Great Clacton, Essex. A secure enclosed area is used for outdoor play activities.

A maximum of 26 children aged from two to under five years may attend the setting at any one time. There are currently 36 children on roll, some of whom are in receipt of funding for nursery education. The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The group is open five days a week from 9.30am to 11.30am with an optional lunch club, and from 12.15pm to 2.45pm on some afternoons during term time.

There are six members of staff, including the owner who manages the early years provision. Five of the staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are seen as unique, and their individuality is acknowledged, within this setting. Staff's understanding of their individual requirements is good and effective practices enable them to meet children's day to day care and learning needs, with the exception of the safeguarding policy, which is inadequate. Children benefit from being provided with a range of activities and resources in a child-friendly, stimulating environment, enabling them to make progress across all areas of learning. The provision has the capacity to maintain continuous improvement as the staff and owner are forward-thinking and have devised a development plan which aids them in working towards meeting all of their intended goals and aspirations. Good working relationships are in place between staff and parents, as well as with other professionals working with the children in the Early Years Foundation Stage.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure an effective safeguarding policy and procedure is implemented (Safeguarding and promoting children's welfare) (also applies to both parts of the childcare register) 15/02/2010

To further improve the early years provision the registered person should:

- develop the system of observation and assessment to ensure that observations are used to routinely inform and plan the next stages of learning and to provide a clear record of what children can do and need to do next to progress their learning.

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

Since opening in 2009, the setting has become well established in the community, and as a result has grown and developed. The staff team is very strong: individual staff recognise each other's strengths, working patterns and skills. Staff keep up-to-date with knowledge of safeguarding issues, however, a policy which meets specific legal requirements has yet to be developed, thereby compromising children's complete safety. Visitors to the setting are monitored and a record of their attendance is maintained. Staff suitability is effectively checked prior to their appointment and information regarding suitability is held on file and will be reviewed in line with the annual appraisal system. Children benefit from effective systems which are in place for checking the safety and security of the premises and equipment on an ongoing basis.

The owner has clear plans for the future which include ideas and input from all staff. They meet regularly to reflect on their work and to plan the next few weeks' activities and projects. Staff's enthusiasm and dedication is evident and they sometimes even attend when it is not their official working day. A commitment to training ensures staff keep abreast of trends and developments in the field of child care and education, as they attend courses and cluster meetings whenever possible. Parents have opportunities to provide feedback to the setting by way of a suggestions box, and there are plans to introduce a questionnaire. Their comments and views are valued and will be incorporated into future development plans.

A daily changing selection of resources and equipment is easily accessible and presented to enable children to develop independence and promote their ability to make decisions and choose what they wish to do. Children visit the toilets alone although staff are available to help if required. Staff are very tuned in to where the children are, and able to deploy themselves effectively to cater to the children's needs. At lunchtime, an informal and relaxed atmosphere is created as staff sit alongside the children and chat to them, helping and encouraging their healthy eating choices. The setting is welcoming, with plenty of information for parents on the large notice boards in the lobby area. Staff actively promote inclusion and ensure that no child is disadvantaged for any reason. They demonstrate sound knowledge of the children in their care and work effectively with the children's families to gain relevant knowledge about their home backgrounds and individual situations.

A key person system is in place and allows parents to effectively gain information about their child's progress: staff strive to be approachable and available as required. Parents can access policies and written information about the setting and its aims and general approach. Staff provide parents with good verbal accounts of their children's day and inform them about the activities they have participated in

and what they have enjoyed. The setting is beginning to form links with other agencies and carers for children in the Early Years Foundation Stage.

## **The quality and standards of the early years provision and outcomes for children**

Children clearly enjoy their time at the setting. They independently guide their own play and learning whilst being effectively supported by caring and dedicated adults. Staff demonstrate a sound understanding of the Early Years Foundation Stage and how children learn. Children achieve well and make progress across the areas of learning, particularly with language development and in their personal and social skills. Staff systematically observe children's play and learning and record their observations to show children's achievements, however, to date these are not utilised fully to inform future plans or next steps in learning. The current system is quite complex and doesn't form a cohesive view of a child's progress: it is in the process of being streamlined and simplified. The setting provides children with opportunities to choose activities and resources from the interesting selection available and which are effectively presented at low level. Children enjoy imaginative play with vehicles and layouts and construction play with a range of commercial kits. They use their imagination when making models from found and recycled materials. They thoroughly enjoy role play and are able to incorporate their real life experiences as they visit the 'optician's shop', equipped with a selection of spectacles and an array of diagnostic tools. They are delighted when a staff member brings his very new baby in to meet the children and staff, and show great interest in how small he is. Children are able to express themselves and experiment with materials during free and guided art and craft activities, for example they are presented with sponges, paint and large sheets of paper for an experimental session of sponge-painting, inevitably using their hands and fingers as well to make marks and patterns.

Children develop an understanding about keeping themselves safe as they follow the staff's guidance, for example when using the outside play equipment. Children take care of their environment and play materials and cheerfully help to tidy up when asked. Children understand that they need a coat and boots to play outside when it is wet and may be slippery underfoot. Children develop sound knowledge about healthy habits such as hand washing before meals and after using the toilet. Healthy eating and good nutrition is encouraged throughout the setting and children are provided with a well planned snack menu containing a choice of fruits, vegetables and energy-giving crackers or bread sticks. The optional lunch club is very popular: staff and children sit together and chat happily whilst enjoying their packed lunches. Children's independence is enhanced as staff encourage them to pour their own drinks and help themselves to food. Children are encouraged to be fit and active, enjoying outdoor play throughout the year. As well as the grass area there is an undercover area adjacent to the main hall allowing for outdoor play most sessions.

Children are provided with opportunities to explore their own and world cultures through a range of festivals and activities. For example, they celebrate Chinese New Year with food and craft activities, and perform a nativity play for parents at

Christmas. Children demonstrate warm and friendly relationships with staff and other children, freely engaging in conversation and assisting one another where they can, for example with the dressing up clothes, and confidently showing round visitors. Staff provide good role models for the children, speaking to them and each other in a kind and calm manner. Children demonstrate a sense of responsibility have high self-esteem, and as a result are generally very well-behaved. Children develop skills and attitudes for the future that will help them with their onward learning and development. They access a stimulating range of resources which enables them to explore early reading and writing skills. They use the equipment to learn about solving problems and developing mathematical concepts, and to begin to form ideas about the world around them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 15/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children). 15/02/2010