

Jo Jo's Day Care Nursery

118 Sea Street, HERNE BAY, Kent, CT6 8QZ

Inspection date

Previous inspection date

20/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are happy, active and enthusiastic learners and quickly grow in self-confidence because of the good relationships they have with staff.
- Children enjoy being at nursery and have fun learning through play in the different playrooms with their friends and key persons.
- The outdoor play is planned well and offers children a rich and imaginative variety of experiences and play options, which successfully incorporate all areas of learning.
- The manager and her staff team have shown a commitment to developing the policies and systems that underpin the good quality provision offered to the children and have well-targeted plans for the future.

It is not yet outstanding because

- children have fewer opportunities to explore a range of natural materials and extend their understanding of the world around them
- staff do not always fully encourage parents to engage in their children's learning in the nursery and at home.

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 had discussions with the manager, deputy of the nursery and most staff members.
- The inspector observed children engaged in activities indoors and in the outside area.
- The inspector sampled records and documentation relating to children's progress and development, safeguarding, staff suitability and newsletters to parents.
- Four parents were interviewed and their views taken into account.
- The inspector and manager undertook a joint observation of an indoor activity.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

Jo Jo's Day Care Nursery originally registered in 2008 and re-registered when it moved to new premises in 2012. The nursery operates from converted residential premises in Herne Bay, Kent. There are separate kitchen and toilet facilities. Children have access to two secure outside play areas. There is disabled access to the building. The nursery serves families from the local community and surrounding area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 56 children on roll in the early years age range. The provider caters for school age children during some school holiday periods. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery opens each weekday, from approximately 8am until 6pm for 51 weeks of the year. Children attend for a variety of sessions. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 members of staff who work with the children. Of these, seven hold a recognised early years qualification at National Vocational Qualification level 3. One member of staff has completed a Foundation Degree.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore and observe natural materials closely through a variety of means
- involve parents in practical ways to support their children's learning and development, and gather their views on a regular basis regarding their child's progress.

Inspection judgements

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

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. All children make good progress in each area of their learning, taking into account their capabilities and frequency of attendance. Staff carry out careful observations to highlight children's achievements and identify the next steps in their

learning. Staff use these assessments and feedback received from parents to plan appropriate activities across all areas of learning. Overall, staff set out the environment well so that it is inviting and interesting to children. There is a good selection of toys and resources for the children to use from. However, they have less opportunity to investigate natural materials and objects within the nursery, to support their understanding of the world.

Staff support children's early literacy skills well. For example, as soon as the pre-school children arrive, they identify their name card, eagerly access their chosen activity and become busy and involved. Staff deploy themselves effectively around the different rooms in order to encourage children's learning. They support the children competently by providing an enjoyable learning environment covering all seven learning areas well. As a result, children acquire the skills they will need for school. Progress checks for children aged between two and three years are in the process of been completed and are shared with parents. This provides them with a summary of the children's strengths and any areas where they may be making less progress than expected.

Younger children enjoy sensory experiences as they make coloured water shakers and have regular access to sand and water play. Staff provide children with good access to technological equipment. As a result, children are able to operate simple programmes on the computer. Additionally, staff support the children from a young age to incorporate mathematical concepts into their computer games. Older children show they can concentrate for sustained periods, for example, when building with coloured construction bricks and when absorbed in their imaginary games.

Staff are keen to include the parents in the day-to-day life of the nursery, and their child's learning, through written contact books. Planning is on display for them to see and staff plan events to include parents in future learning experiences, which benefits their child's development. Practice is consistent as staff are motivated, caring and work well as a team. Their friendly, enthusiastic, and interactive teaching methods clearly meet the needs of the children. Children are consistently occupied, active and enthusiastic in their learning. Most willingly take part in a good range of activities and exciting learning experiences. For example, they are keen to sit and listen to a story, as they are aware that they can interact and make lots of noise at certain points, which they really enjoy.

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

All children at the nursery appear content and happy as they play and explore the inviting and stimulating nursery rooms and garden. Children have a clear awareness of the daily routine, which helps them to feel very secure and confident. Babies form strong attachments to their key person and respond with smiles and gurgles when they interact with them. Daily routines, such as nappy changing, are managed well so young children are comfortable throughout the day. They are visibly happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when needed.

Staff appropriately maintain the environment and follow positive practices to support children's good health. Children enjoy healthy snacks, including a variety of fresh or dry fruit, toast, and drinks during the day, and at meal times. Children socialise in groups and eagerly serve themselves. These small groups generally promote children's conversation skills as they chatter happily with their friends. The younger children rapidly gain their independence in feeding themselves, carefully supported by staff. They explore their surroundings and staff provide interesting play materials. This approach helps children to gain confidence and skills to enable them to become inquisitive learners. These have a positive impact on children's learning and development, so that all children make good progress.

The staff provide a safe environment for children, by conducting regular health and safety checks and through good daily supervision. Staff have the necessary paediatric first aid training to respond appropriately if there is a minor accident. This helps them to protect the children's welfare. The staff deploy themselves effectively as the children move round between the inside and outside play areas. As a result, children are unhindered as they can follow their own interests with the knowledge that there will always be an adult available nearby. The children behave well and are respectful of their nursery environment and the staff. Children learn to play together because staff are involved in their play and help them to resolve conflict if it arises. The staff model good manners to one another and towards the children. As a result, children are learning to be polite and caring.

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

Staff follow good safeguarding procedures to protect children's well-being and meet all welfare requirements. As a result, parents receive accurate and helpful information. All staff undertake regular safeguarding training and effective processes are in place to help ensure they appropriately follow up any concerns about children's welfare to safeguard the child. Thorough recruitment and vetting processes help ensure staff are suitable to work with children. Regular supervision and annual appraisals enable ongoing professional development for all staff, with attendance at different training courses encouraged. Staff then share information they have learnt through training among the staff team so that everyone benefits. In turn, this has a positive impact on the outcomes for children.

Self-evaluation is continually changing as staff reflect on their practice. This demonstrates that they have a clear drive for positive improvement to enhance the provision for children. The manager and staff work well together as a team, creating a welcoming environment within the nursery. The staff liaise with parents to gather their views and use this information to plan their improvements. They then share details of the improvements with parents through newsletters so they see how their views have a positive impact on the care and learning provided for their children.

Partnership with parents is good. Parents speak very highly of the support that staff give the whole family. Parents confirm they receive very good details about the Early Years Foundation Stage and the staff regularly inform them about the progress their child is

making. However, staff do not actively engage all parents in supporting their child's learning at home and contributing to the assessment processes. This helps them support their children's progress towards the early learning goals.

The staff recognise the importance of working in partnership with others involved in the children's care and learning. Communication with other providers delivering the Early Years Foundation Stage for particular children takes place regularly. This sharing of information promotes continuity in children's learning and care. The staff encourage local schools to visit to share information, to make children's eventual move to school easier.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	EY452691
Local authority	Kent
Inspection number	908005
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	56
Name of provider	Jodine Margosia McCann
Date of previous inspection	not applicable
Telephone number	01227361377

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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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M1 2WD

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