

Jesters Childcare Ltd

Stanhope Primary School, Keyworth Road, Gedling, NOTTINGHAM, NG4 4JD

Inspection date

20/03/2013

Previous inspection date

14/06/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Staff have too little understanding of the learning and development requirements to ensure that the quality of their teaching is fully effective to extend and challenge children in their learning and development.
- Opportunities for staff supervision and staff appraisals are not yet embedded in management practices, in order to identify staff training needs and secure opportunities for continued staff professional development. This results in weaknesses in staff knowledge of how children learn and the quality of teaching.
- Poor systems for self-evaluation means that weaknesses in the quality of teaching and the use of resources are not fully identified or appropriately addressed.
- Parents are not encouraged to share information about their children's development when they first start at the setting and are not kept up to date with their children's progress, in order that they can continue to support their children's learning at home.
- Children's welfare is not effectively promoted as staff lack secure knowledge of their role for safeguarding children and do not effectively minimise hazards to children.
- Information sharing with other professionals is poor in relation to children's learning, which prevents staff from offering complementary activities and play.

It has the following strengths

- Staff are kind and caring with children, which results in them feeling secure while having fun playing with toys in the setting.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the manager/owner, practitioners, undertook a joint observation with the manager/owner and interacted with children at appropriate times throughout the inspection in the nursery rooms and outside.
- The inspector took account of the views of parents as discussed with the manager previously.
- The inspector sampled a selection of documentation, including the setting's self-evaluation document, children's learning journeys, planning documentation and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Jesters Childcare Ltd was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom on the site of Stanhope Primary School in the area of Gedling, Nottingham and is privately owned. The wrap around care setting serves the local area and school and is accessible to all children. There is a fully enclosed area available for outdoor play with additional access to the school playground and fields.

The setting employs three members of childcare staff. Of these, one holds appropriate early years qualifications at level 3 and one at level 2. Two staff also hold level 3 in Playwork. The setting opens Monday to Friday, all year round, except public Bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 10 children attending, who are in the early years age group. There are 50 older children, who also attend before and after school and during the holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that regular staff appraisals are carried out to identify any training needs and secure opportunities for professional development for staff, with specific regard to staff understanding of the learning and development requirements
- ensure staff reflect on the different ways that children learn and understand how to implement the characteristics of effective teaching and learning in to their practice, while also complementing children's learning in other settings
- foster a culture of continuous improvement to obtain a clear view of what the setting needs to do to develop and to bring about improvements for children and the quality of teaching
- assess each child's starting points and progress across all areas of learning in relation to their age and stage of development. Use this information to identify the next steps in their learning, encourage parents to engage in their child's learning and help them to understand how to support their child's learning at home
- improve staff knowledge and awareness of child protection issues, with particular regard to: the role of designated person, who takes the lead responsibility for safeguarding children in the setting and completing effective risk assessments.
- ensure that all necessary measures are taken to minimise any identified risks, with particular regard to the safety of children when using tables and chairs.

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

The quality of teaching is weak, resulting in children not being sufficiently challenged or provided with opportunities to enhance and extend their learning. At times, staff over direct children, restricting their learning. Each child has their own learning journey record with limited information. Minimal observations of children are recorded and some assessments are made using the document Development matters in the Early Years Foundation Stage to identify how well each child is progressing. However, as this is not successfully embedded, staff are unable to use this information to inform their practice. Furthermore, these are not shared or discussed with parents resulting in parents not being supported in continuing to help their child's learning at home. The setting links with the school by talking to the teachers about routines for when children move on to school. However, as there is less focus on the learning and development aspect this does not fully help children to be ready for their next stage of learning or move on to school.

Children explore some of the toys, such as puzzles put out on the tables. However, some of these are too challenging for younger children. This is because staff have a lack of understanding in how children learn through play and which toys to provide to support the varying ages and abilities of younger children. Children happily mark make using pencils and paper. They attempt to form shapes, such as a circle. Children often extend their own learning by drawing linear lines over the paper; holding up the paper announcing that they have drawn a spider. Staff acknowledge the creative and imaginative work completed by the child by praising them, saying 'well done'. This helps raise children's self-esteem and feel their own artwork is valued. Children enjoy role play. They access toy prams and dolls and pretend to go shopping. They use resources suitably, such as toy mobile telephones to pretend to ring their grandparents.

Children are asked what they would like to play with and they shout out 'painting'. However, the poor organisation of resources restricts children in developing their independence skills. For example, staff provide the various colours of paint, brushes and paper rather than children being able to make their own choices. Furthermore, during the activity, children paint their hands but are over directed by staff. For example, staff show the children where to place their hands on the paper and also turn the paper around interrupting children's free expression. Many opportunities are missed by staff to extend children's learning, such as talking about how the paint feels on their hands and the way the paint changes when other colours are added. This is because staff lack the knowledge and understanding of implementing the characteristics of effective learning in to their practice.

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

Although, children are settled and happy, staff understanding of the learning and development requirements is inadequate. This impacts significantly on children's overall needs and well-being. The organisation of toys and resources impacts significantly on the early years children. This is because the staff provide activities and supporting resources to mainly accommodate the interests and needs of older children. For example, tables and chairs are too big for early years children to use effectively. This hinders their learning opportunities and impacts also on their safety as they are unable to sit on them appropriately to access activities. As a rule, children are learning incidentally about keeping safe and being healthy through daily routines. However, their learning is not extended because staff do not talk to them about how washing their hands stops germs from spreading. Furthermore, although, children are reminded about sitting on chairs properly, they are not learning that this helps them from falling off the chair and how to keep safe. Discussions with parents when children first start ensure their individual dietary needs are adhered to. Parents provide their children with lunch boxes to which staff monitor the contents to ensure these are healthy and well balanced. However, limited discussions with children during lunch time, restrict their learning about healthy eating.

Children have room to move around the setting, enhancing their large muscle skills. They also spend time outside in the school playground and field to enjoy fresh air and exercise. Although, children also have access to a smaller enclosed outdoor area, this is not inviting

because toys and resources are minimal and not attractively presented. Children are beginning to form secure attachments with staff. Staff are kind and caring and children settle well in their care. The key person system works appropriately and daily discussions with parents keep them up to date with children's changing needs. Furthermore, during transitional times, such as moving from one setting to another, staff are sensitive to children's changing environment and talk to them about how their day has been. As a rule, this helps children feel safe and secure. Children behave appropriately and show confidence and independence when they explore the toys. They play alongside one another and are learning how to share toys and take turns with their friends. For example, during the painting activity, children wait patiently to stand in the paint tray before walking up and down on the paper placed carefully on the floor.

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

This inspection was brought forward as a result of concerns raised about the unsuitability of activities and resources on offer, with particular regard to two-year-old children. During the inspection, it was evident that the owner/manager has not ensured that all of the statutory safeguarding and welfare and learning and development requirements are fully met. Staff have too little understanding of the learning and development requirements. This is because they are not provided with regular appraisals to monitor their knowledge and skills. As a result, their training needs are not identified, which impacts on the quality of teaching and children's learning and development is hindered. Children are insufficiently challenged and learning opportunities are not always extended. The owner/manager focuses too much on the older children's needs, which significantly impacts on the early years age range of children, who attend. For example, younger children are not provided with a suitable range of toys and resources that are easily accessible. Toys are placed on high-level window sills and some equipment, such as tables and chairs are too big for children to use. Consequently, younger children are limited in their opportunity to explore and investigate independently and safely. This means that legal requirements for both parts of the Childcare Register are also not met.

The safeguarding of children is hindered. This is because the owner/manager does not have a sufficient understanding of how to take the lead responsibility for safeguarding children in the setting. However, all staff, including the owner/manager, are aware of the possible types, signs and symptoms of child abuse. Staff are aware to inform the owner/manager should they have any concerns regarding a child in their care and if necessary notify the appropriate agencies without delay. Staff supervise children appropriately and ratios are maintained because staff deploy themselves carefully. The owner/manager makes sure that all staff have appropriate background checks to ensure they are suitable to work with children. Furthermore, all staff hold relevant childcare qualifications to their post. This is because the owner/manager recruits suitably to any vacant posts available.

Staff gather useful information from parents about their child on entry, although, this focuses too much on care practices. This prevents staff from identifying children's next steps in their learning on their initial entry to the setting. When children first start,

settling-in periods are discussed and agreed with parents. They are also kept up to date regarding the care needs of their child through daily discussions with the child's key person. A notice board displays useful information about how the setting operates, which parents are able to view at their leisure. The owner/manager is aware to link with other professionals, who may be involved with the children. However, this again focuses too much on care practice issues. For example, information is exchanged with the teachers about how the child has enjoyed their time at the school. Less information is discussed with teachers on aspects of the child's learning and development. As a result, staff are unable to complement children's learning when they attend the setting. The owner/manager is aware of the involvement required to address any emerging concerns or issues regarding younger children, such as the progress check at age two years.

The owner/manager has started to form links with external agencies. She is beginning to liaise with them to help her identify areas requiring improvement or changes. For example, she is beginning to develop her knowledge and understanding of the revised changes to the Early Years Foundation Stage framework. A self-evaluation document has been written by the owner/manager highlighting some areas of strengths and weaknesses of the setting. However, the teaching practice observed was not consistent with what was written. Furthermore, parents are not actively encouraged to share their views and opinions. As a result, improvements for children are limited as weaknesses are not targeted. Staff informally meet to share ideas, such as looking at ways to address actions raised at the last inspection visit. Consequently, some improvements have been made resulting in accurate records now being maintained of children's names and hours of attendance. As a result, children's attendance is monitored while they play in an environment, which is mostly free from hazards. Although, risk assessments are recorded, staff lack secure knowledge on accurately identifying possible risks to keep children safe. For example, larger tables and chairs are used, which are inappropriate for young and less able children to use. These are hazardous for children as they do not use them properly, with a risk that they may potentially fall off and hurt themselves.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks, with particular regard to the safety of children when using tables and chairs (compulsory part of the Childcare Register)
- ensure that all reasonable steps to ensure that the needs of each child, relating to their childcare, are met with particular regard to; the use of toys and resources when older children are present which does not adversely effect the younger

children (compulsory part of the Childcare Register).

- ensure that all necessary measures are taken to minimise any identified risks, with particular regard to the safety of children when using tables and chairs (voluntary part of the Childcare Register)
- ensure that all reasonable steps to ensure that the needs of each child, relating to their childcare, are met with particular regard to; the use of toys and resources when older children are present which does not adversely effect the younger children (voluntary part of the Childcare Register).

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	EY407637
Local authority	Nottinghamshire
Inspection number	905126
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	60
Name of provider	Gail Eunice Brown
Date of previous inspection	14/06/2011
Telephone number	01159520411

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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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