

# Jesters Childcare Ltd

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

<b>Inspection date</b>	25/07/2014
Previous inspection date	25/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Teaching is good because practitioners make accurate observations and assessments of children's learning to plan for their next steps and provide interesting activities ensuring children make good progress.
- Children are effectively safeguarded because all practitioners are well informed about child protection issues and know how to keep children safe.
- Parents are happy with the setting and praise the level of care and learning that the practitioners provide for their children. This promotes strong partnerships between home and the setting.
- Those in charge have worked to make significant improvements since the last inspection and this has resulted in improved outcomes for the children in relation to their learning, development and safety. This ensures that all children's needs are met.

### It is not yet outstanding because

- Children's critical thinking skills are not always maximised. This is because on some occasions, practitioners do not always use open-ended questions with children as they play.
- There is scope to extend the monitoring arrangements for different groups of children in the setting that are identified as being in need of support, to ensure that gaps are narrowing effectively and their learning and development is fully extended.

## 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 observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.  
The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's self-evaluation and improvement plans.
- The inspector spoke with the practitioners and manager at appropriate times throughout the inspection.
- The inspector took into account the views of parents.

## Inspector

Dawn Larkin

## 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 operates from two classrooms on the site of Stanhope Primary School in the area of Gedling, Nottingham and is privately owned. The setting offers wrap around care and 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 four members of childcare staff. Of these, all holds appropriate early years qualifications with three at level 3 and one at level 2. The setting opens Monday to Friday, all year round, except public bank holidays, and also closes for the Christmas holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently a total of 140 children on roll, of whom 22 children are within the early years age group. Older children attend before and after school and during the holidays.

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

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

- enhance practitioners' skills so they all ask carefully framed open-ended questions to support children's thinking and to promote children's good learning even further
- enhance the existing system for monitoring children's progress, so that gaps in attainment continue to narrow for groups of children, or individual children, who may need additional support.

## Inspection judgements

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

The atmosphere within the setting is relaxed and welcoming. The setting has met all actions and recommendations relating to learning and development set at the last inspection. Practitioners demonstrate an improved knowledge and understanding of the areas of learning and how to challenge and support children so they make good progress. Practitioners now plan a good range of activities for all of the children, which capture their interests and meet their developmental needs. For example, children are fully engrossed and motivated in an activity of washing the dolls in the water, using washing up liquid as shampoo. Practitioners skilfully promote children to play together to wash the dolls because they encourage the children to help each other. In addition, practitioners support children to be caring, for example, when the shampoo gets in the doll's eyes they explain to the children, 'You need to wipe the shampoo out of her eye really gently then she will feel better'. Children's individual learning journal records are now well maintained and contain information from parents, regular assessments by the key person and tracking

documents to support future plans for each child. Practitioners now make accurate observations and assessments, identifying precise next steps to plan for children's future learning. This ensures practitioners have a good knowledge of children's development in all seven areas of learning. Consequently, practitioners provide children with a broad range of stimulating activities, ensuring they make good progress towards the early learning goals. In addition, practitioners have a good, two-way communication system with the teachers of those children who attend the setting for wrap around or out of school care, but who are also in formal education. This means they can effectively plan experiences for these children that will extend or complement what they are learning in school. Parents are kept informed about their child's progress through regular progress summaries, the achievements board and daily verbal feedback.

Practitioners use their knowledge of children's interests and next steps for learning to offer good support and extend children's learning. For example, they use the children's love of Mikey, the setting's puppet, to engage the children in group time. Practitioner's effectively use the puppet to encourage children to take turns, follow instructions and join in with singing. This promotes children's emerging communication and language and personal, social and emotional development. Children benefit greatly from the practitioners' effective teaching of communication and language. Practitioners get down to children's eye level, so the children can see how words are said, and to encourage eye contact. They encourage young children to explore and imitate sounds. For example, when children are playing in the wet sand, practitioners talk to them about the sounds they hear using words, such as 'splat' and 'plop'. This encourages children to say these words and supports their growing vocabulary. Practitioners enthuse and motivate children by joining in with their play. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. The majority of teaching within the setting is good because practitioners ask effective questions to promote thinking skills. However, on occasions some practitioners are slightly less confident in their approach to asking open-ended questions that will encourage children to fully explore and develop their ideas. Consequently, children are not always fully supported in developing their problem solving skills, in order to fully extend their already good thinking skills.

Since the last inspection, the setting has increased the resources and enhanced experiences outside. As a result, children are offered more choice to extend their own development in all seven areas of learning. Outside, children enjoy exploring and experiencing the effects of mixing sand and water together, role play, hunting for bugs, making marks on the chalkboard and playing games against the clock. Daily access to the improved range of equipment in the outdoor area ensures the children are able to practise jumping and balancing, throwing and catching, riding wheeled toys, manoeuvring their bodies and negotiating their way around the available space, to support their physical development.

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

Children are happy and grow in self-assurance because they receive a good range of experiences and develop positive relationships with the practitioners. Consequently, children enjoy their time at the setting. There is a good key-person system in place to ensure the youngest children's well-being is effectively managed, and consistent links are built with parents and school. This means children settle quickly, ensuring continuity between the setting and their home environment. Good partnership working with the host school promotes a consistent approach to children's well-being and learning. This is because the school and the setting share information and have regular discussions to aid children's learning and care needs. Younger children are effectively supported for their move to school because they are familiar with the school's Foundation Stage playground because they are able to use it daily. In addition, the teacher from school visits the setting to get to know the children and their individual needs.

Practitioners are highly effective in managing children's behaviour, which means that children understand rules and boundaries. This makes children feel secure. Practitioners consistently offer precise praise and encouragement, which helps to promote children's self-esteem and confidence. All children show a strong sense of belonging in the setting as they move freely in the environment. Children are able to select resources they wish to play with, promoting their free choice and developing their independence. Practitioners allow children to take manageable risks in their play, for example, when children enjoy rolling down the grass verge in the school grounds.

Practitioners help children to develop a good understanding of the importance of a healthy lifestyle. For example, they follow good hygiene practices and learn about the importance of a healthy diet and exercise. Children have daily opportunities to play outdoors and enjoy the fresh air and exercise. This contributes to their health and well-being. Practitioners are creative in their teaching of sun safety to younger children, for example, using the setting's puppet to discuss if it is correctly dressed to go out to play in the sun. In addition, practitioners sing songs about applying sun cream and when giving children's sun hats out before going outside. Consequently, children are gaining an understanding of sun safety as they enthusiastically join in with the songs and can explain the need for wearing sun cream and sun hats. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe.

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

The manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that appropriate safeguarding policies and procedures are in place, which also covers the use of mobile phones in the setting. Practitioners are proactive in following their policy regarding mobile phone use. This is because they display signs and speak to parents or visitors about not using their mobile phones when on the premises. All practitioners understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. The manager has appropriate systems in place to

ensure those working with children are suitable to do so. For example, she gains references and completes Disclosure and Barring Service checks on all practitioners. Practitioners hold current paediatric first-aid certificates and have received training in food hygiene to ensure children's well-being and safety is promoted. Relevant records are kept and well maintained, such as accident and medication records. Practitioners supervise children appropriately and carry out daily safety checks and risk assessments to ensure areas the children use are safe.

The setting has made significant improvement since the previous inspection by Ofsted, and the four subsequent monitoring visits. As a result, they have met all the actions and recommendations raised for improvement, due to the dedicated response from the practitioners and the manager. All required records, including a register of children's times of attendance, are now in place and well maintained to ensure children's health and safety. There have been some changes in the staffing team and practitioners have completed training so that they now hold the correct qualifications to support children's learning and development and well-being. The setting now has a named Special Educational Needs Co-ordinator in order to support and ensure all children's needs are met. In addition, there is a named deputy who is suitably qualified and capable to take charge in the manager's absence. Practitioners have an improved knowledge of how children learn and they plan appropriate and stimulating experiences for their key children. They understand their responsibility to promote the learning and development of all children. Overall, the manager and her team monitor children's progress effectively, and as a result, individual children's learning needs are identified and they are given targeted support as required. However, there is scope to further extend the monitoring arrangements for different groups of children in the setting that are identified as being in need of additional support. This would help provide the information needed to ensure that gaps are effectively narrowed and that these children's learning and development is fully extended. The manager formally monitors practitioner's performance through appraisals, and informally through observation and working alongside her team. The setting works closely with the local authority early years team to evaluate and improve practice. Practitioners are supported to attend relevant courses and gain additional qualifications. The manager uses regular team meetings and discussions to share any ideas and practice issues to further promote effective outcomes for children. The manager and practitioners demonstrate a commitment to the ongoing development of the whole provision and to identifying priorities for future improvement.

Effective partnerships with parents ensure children make good progress in their learning, and individual needs are addressed because there is two-way communication between home and the setting. Parents warmly praise the 'flexible' staff team and the progress their children are making. To aid all children, good links have been established with outside agencies, including the local children's centre and local authority. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

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

The requirements for the voluntary 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>	EY407637
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	978021
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	140
<b>Name of provider</b>	Gail Eunice Brown
<b>Date of previous inspection</b>	25/07/2013
<b>Telephone number</b>	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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