

Jancett Day Nursery & Baby Unit

53-55 Ross Road, Wallington, SM6 8QP

Inspection date

Previous inspection date

28/07/2014

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

- The management team support staff in their training and development which results in good outcomes for children.
- Staff use accurate methods of recording observations on each child. This results in clear assessments of the children's progress to identify their individual needs and enables them to effectively plan for their further development.
- The management team take into account the views of parents' and staff to help them have a clear vision for further improving the nursery's good practice.
- An effective key person system is in place, enabling children to bond with staff and settle quickly.

It is not yet outstanding because

- Staff do not fully support children's independence skills with everyday routines, for example, meal times.
- The outdoor environment does not consistently promote opportunities for babies to extend their learning in all areas.

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 staff and children's interactions in the nursery.
- The inspector looked at children's assessment records and other documentation relating to the nursery.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to the staff, management team and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Jane Bull

Full report

Information about the setting

Jancett Day Nursery and Baby Unit is a privately managed provision owned by Jancett Childcare and JACE Training Ltd, that runs 21 nurseries and out of school clubs. It registered in 1969 and changed business status in 2014. The nursery operates from two semi-detached houses and a school building that are located in a residential area in Wallington, Surrey. Garden areas surrounding the buildings are divided to accommodate the different age groups. There are nine playrooms. The nursery is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. The nursery is open five days a week for 51 weeks of the year from 7am until 6.15pm. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 38 staff, of these, 33 hold relevant early years qualifications.

What the setting needs to do to improve further

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

- develop further the opportunities to strengthen children's independence skills, for example, with regard to the older children helping to serve their own food and drink at meal times

- extend further the range of outdoor materials and resources for babies so they can fully explore and develop in all areas of learning when using the outside area.

Inspection judgements

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

The quality of teaching is good. Staff have a thorough knowledge of how children learn and develop and demonstrate how to support the needs of all children well. As a result, children show that they love learning and are keen to join in activities at the nursery. Staff complete a detailed learning journal for each child to effectively record their development. They use observations, photographs and children's work to clearly show children's progress and how they intend to support each child's learning further. This demonstrates that staff plan to target children's specific learning needs well.

Staff successfully involve parents in their children's development and regularly share information with them. Parents receive daily verbal feedback at the beginning and end of the day or in writing for babies. Parents can access the nursery website to obtain detailed information about their children's learning. In addition, the nursery has Saturday open mornings when they encourage parents to come and discuss their children's progress with

their key person. This shows that staff effectively involve parents in their children's learning on an ongoing basis. Staff carry out the progress check for two-year-old children and share them with parents to review their children's progress. This means that staff can identify potential gaps in children's development and parents are very aware of the progress their children are making. Parents comment that they are happy with the regular feedback they receive from the nursery.

Staff find out about each child's background and parents share information about their child through an 'All About Me' form completed when children start at the nursery. Staff work with children with any special educational needs and/or disabilities well. For example, they work closely with health professionals and parents to identify whether children require any particular support and promote their inclusion.

The nursery provides a good range of activities to support all areas of learning. Staff provide children with a well-balanced range of learning opportunities, including those led by an adult, such as singing and storytelling. The highly stimulating environment encourages children to initiate and direct their own play and learning. Children swirl and pour water from one container to another which helps them to develop physically and extend early mathematical skills. Staff talk to the children while they play so they learn the art of conversation and develop their language skills. For example, a member of staff asks the children what the water feels like when move their fingers through it. Children's interest and enjoyment of books and literacy is encouraged through a wide variety of books and cosy areas to sit and read. Children celebrate a variety of festivals and cultural celebrations throughout the year. This allows children to learn about different customs and celebrations from around the world in which they live. The nursery has rabbits and guinea pigs that the children learn to care for. It also arranges specialist companies to come in, such as one connected to wildlife to widen children's animal handling experiences.

Children enjoy a wide variety of activities in the large, enclosed garden. However, staff do not fully use the outdoor area to support the babies development as there are fewer resources to extend their learning and physical development outside.

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

Children enjoy playing in shaded areas on warm days and there is an all weather area for older children to play in. This approach gives children opportunities to play in the fresh air in the garden in different weather conditions. Procedures for the preparation and service of food and for nappy changing are very hygienic and the clean environment positively promotes children's welfare. Staff know and follow children's dietary needs well. For example, each child has a personalised place mat which shows their dietary requirements. Children eat healthy home cooked meals and enjoy valuable social experiences when eating. They all sit together to eat and talk with the staff about what they are having, making meal times fully inclusive. However, staff sometimes serve the food and pour the drinks for the children. This means valuable learning opportunities to promote children's physical development and their independence during meal times do not always take place. Staff ensure children have plenty of water to drink when they are outside on a warm day

and remind them to keep drinking. This demonstrates that children are developing a good understanding of the importance of keeping themselves healthy. Staff promote good hygiene procedures by reminding children to wash their hands at relevant times and older children to clean their teeth after meals. This approach helps children to understand about good personal hygiene.

Staff complete regular and thorough risk assessments of the indoor and outdoor areas and outings the children participate in. These help to promote children's safety as staff identify and minimise potential hazards. Children practise regular fire drills, which helps them learn what to do in an emergency. Staff are able to take appropriate action in the event of an accident as some of them hold paediatric first aid qualifications. Children learn to take small but safe risks when playing, for example, as they balance on an outdoor obstacle course. This demonstrates that staff are teaching children to extend their understanding of risk and of safe practices.

The effective key person system helps children to settle and form secure attachments so they develop their emotional well-being. Staff discuss and record children's individual needs with their parents before they start to look after them. The settling-in procedure is gradual and helps children to feel confident and secure at the nursery and provides good continuity of care. Staff consistently support children to prepare for their move to their next stage of learning. They visit their new room with their key person over a period of time. This means that they can become familiar and comfortable with their new room and the staff and are prepared for the move well. Staff are polite to children and frequently praise their good behaviour using phrases such as 'good waiting'. As a result, children play happily together and treat each other with respect.

Staff organise the nursery so that it is welcoming with many colourful examples of children's work. This helps the children to feel proud of what they achieve. Children can easily access a good range of age appropriate toys and resources. As a result, children can make their own choices as to where and what they would like to play with to develop their confidence and physical well-being.

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

Leadership and management of the setting are strong. The management team use self-evaluation very well to reflect on practice and recognise priorities for improvement. Management encourage staff to evaluate the nursery provision and offer their ideas for improvement. Parents also contribute to the evaluation by completing questionnaires about changes they would like. For example, the nursery is extending its opening hours to accommodate parent's needs further. This approach shapes the service the nursery offers and promotes good outcomes for children.

The management team have a very good understanding of their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. They regularly monitor staff practice to make sure they are consistently meeting the individual

needs of all children. This demonstrates how they ensure staff provide activities that help children to progress in their learning and development. There is a good range of policies and procedures that that management team review annually to make sure they follow current legislation. Policies clearly underpin staff's practice in promoting children's welfare. Documentation is maintained to a high standard and strengthens the efficient management of the setting.

The management team use rigorous recruitment processes to make sure staff caring for children are suitable to do so. Induction processes are thorough and all new staff are required to familiarise themselves with the nursery's policies and procedures. The management team successfully improve staff performance through regular appraisals, team meetings and training. For example, they train staff on changes to policies and legislation. This reflects the strength of their leadership and commitment to promoting the continual professional development of staff.

Staff demonstrate that they have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, including those relating to child protection. The management arrange regular safeguarding training to support staff knowledge and provide a safe environment in which children play and learn. Staff know the correct procedures to follow if they have any child protection concerns, including how to report these to the relevant authorities. This means that staff are aware of their role and responsibilities to protect children's welfare and all safeguarding requirements are fully met.

The management team understand the importance of having good links with schools that children will attend to offer continuity of care. They are working to strengthen relationships to provide positive outcomes for children and help to prepare them for school. The management and staff work in close partnership with the parents and share information about what children have been doing at home and in the nursery. This means there is good consistency of care to support children's progress well. Parents are very positive about the care and teaching their children receive at the nursery.

The Childcare Register

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

Unique reference number	EY469976
Local authority	Sutton
Inspection number	956524
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	114
Number of children on roll	151
Name of provider	Jancett Childcare and JACE Training Limited
Date of previous inspection	not applicable
Telephone number	0206 691725

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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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