

# Jack & Jill's Childcare Plympton

Hillcrest Close, Plymouth, PL7 2ET



## Inspection date

25 August 2015

Previous inspection date

13 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The manager does not ensure that the key-person system is successful. At times, the majority of permanent staff are not present and bank staff do not know children well. This means that children take longer to settle upon arrival, and staff do not know children's individual next steps so they can extend children's learning.
- The manager does not ensure staff regularly plan activities throughout the year that link to children's next steps. As a result, children do not make good progress to equip them with the skills they need for future learning and going to school.
- Partnerships with other settings that children attend are not robust. Staff do not work closely with them to provide consistent care and support for children.
- Staff do not always provide a broad and stimulating range of resources outdoors, to engage children in a variety of experiences that support their learning across all areas.

### It has the following strengths

- The manager and staff have a suitable safeguarding knowledge of the procedures to follow in relation to child protection concerns, which helps to keep children safe.
- The new manager is working with the leadership team to prioritise areas for development. They have created an action plan to identify how they can begin to address weaker practices and procedures.

## What the setting needs to do to improve further

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

- improve the key-person system and the sharing of information between the staff team to ensure that they know children well, and are able to offer the appropriate support to help children settle-in quickly and make good progress in their learning
- improve planning to enable staff to routinely provide high quality and suitably challenging learning experiences, by linking activities to children's individual next steps and to help children make good progress in all areas of development
- establish a regular two-way flow of information with other settings that children attend, to share children's current stage of development and next steps, to provide them with consistent learning experiences.

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

- increase the range of resources in the outdoor play space to extend children's curiosity and learning experiences across all areas of learning.

### Inspection activities

- The inspector observed children's self-chosen play, both indoors and outside, and a planned activity.
- The inspector completed a joint observation with the manager.
- The inspector spoke with children, parents and staff.
- The inspector held a meeting with the manager and provider.
- The inspector sampled documentation including planning, children's learning records and staff suitability checks.

### Inspector

Sarah Madge

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

Children generally make their own choices about their play. Staff share information with parents to involve them in their children's learning. However, planning is ineffective and does not link to children's individual next steps in their learning to provide challenging activities. In particular, staff do not plan activities to support babies and younger children's good progress. Staff do not use their qualifications and skills effectively. They do not know what children need to learn next. Staff do not use effective teaching to extend learning, which means children do not make good progress. The manager does not ensure there are strong links with other settings that children attend to provide them with consistent experiences. Nonetheless, children develop their literacy skills and begin to recognise letters in their names. Older children competently load and play games on tablet devices, which support their understanding of technology.

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

Staff are friendly and caring, but they do not know children well. This is because leaders do not always ensure that the regular staff team are present, and systems to share information regarding key children are not successful. For example, not all staff are aware of information parents share when they drop children off. As a result, some children are upset and take longer to settle on arrival. Children play well with their friends and follow staff's instructions. Staff work closely with families to support children's well-being during changes at home. Most older children have good independence skills. They pour their own drinks and attempt to dress themselves. Children have access to a suitable range of toys when playing indoors. However, staff do not always provide a wide variety in the garden to interest and engage children who prefer to play outside, meaning that sometimes, children only have a water tray and slide to play with.

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

Although the new manager has an appropriate understanding of the requirements, current procedures do not ensure staff meet the care and learning needs of all children. However, staff provide a secure environment at all times to promote children's safety. The manager has started to monitor children's progress to identify any gaps and patterns in their learning, although this does not yet make a difference to children's progress. Regular staff supervision meetings provide some support to identify staff training needs. Following recent training, staff have a better understanding of how to communicate with children aged two years. The manager has introduced separate story times for older and younger children. Leaders have addressed the weaknesses raised at the last inspection. However, these have not been fully effective to improve outcomes for children.

## Setting details

<b>Unique reference number</b>	EY366700
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	994992
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	21
<b>Number of children on roll</b>	26
<b>Name of provider</b>	The Royal Naval Pre School Learning Organisation Committee
<b>Date of previous inspection</b>	13 October 2014
<b>Telephone number</b>	01752 341963

Jack & Jill's Childcare Plympton registered in 2007. It operates from the Naval Area Community Centre in Plympton, near Plymouth. A board of trustees manages the nursery. The nursery operates from 8am to 5pm each weekday, with an afterschool club from 3pm to 5pm. The nursery receives early years education funding for children aged two, three and four years. It employs six staff to work with the children. All staff hold appropriate early years qualifications at level 3 and above.

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