

Jo Jo's Day Care Nursery

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



Inspection date

22 January 2016

Previous inspection date

23 November 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Senior leaders do not take action quickly enough when staff report concerns about children's safety and welfare. This means children are not effectively safeguarded.
- Staff do not ensure that accident records are accurate and contain sufficient detail. Systems to monitor these records are not effective. This compromises children's well-being.
- Senior leaders do not monitor children's progress effectively. Staff do not have the skills to accurately identify any gaps in children's learning. This means that children, especially those with disabilities or additional needs, do not make good progress.
- The arrangements for children with disabilities or special educational needs are not effective. Staff do not receive sufficient support to ensure they meet the needs of children who need extra help.
- Leaders and managers are inconsistent in their monitoring of the nursery, including systems to support children's health and wellbeing. The lack of self-evaluation impacts on the overall quality of the provision.

It has the following strengths

- Children are happy and confident and enjoy their time at the setting. The atmosphere and environment is welcoming and children form good bonds with staff responsible for their care.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ improve all staff's knowledge and understanding of their responsibilities to safeguard children. Make sure that any concerns and actions taken are accurately recorded; all staff know how to report concerns and that senior staff check that concerns are followed up in a timely way	12/02/2016
■ maintain an accurate and precise record of all accidents, including children's existing injuries, and detail the action taken to keep children safe	12/02/2016
■ ensure that the arrangements to support and monitor the provision for children with special educational needs and/or disabilities are effective. Ensure that the nursery's special educational needs coordinator supports staff who have key person responsibility for children identified as needing additional support	12/02/2016
■ ensure that all staff consistently follow hygienic procedures for storage of dummies.	12/02/2016

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

	Due Date
■ improve the quality of teaching so that it is consistently good. Ensure that staff have the relevant skills to accurately assess and plan for children's individual learning needs, including those with special educational needs and/or disabilities and those who require extra support with their learning	22/04/2016
■ ensure that staff plan effectively for the next steps in children's learning	22/04/2016
■ ensure that senior leaders are consistent and effective in monitoring the overall quality of the provision through effective self-evaluation. Improve the use of assessment information to accurately monitor whether all groups of children are making good or better progress	22/04/2016
■ ensure the lead practitioner responsible for the safety and welfare of children provides effective support and guidance in relation to child protection matters to any person who cares for children (compulsory part of the Childcare Register).	22/04/2016

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

- develop further opportunities for babies to experience the outside environment and fresh air.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, both in the inside and outside areas.
- The inspector talked to staff about how they plan for children's learning needs and measure their progress.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.
- The inspector sampled a range of documentation, such as records of children's progress, staff training files, suitability checks for staff and child protection logs.
- The inspector talked to parents who were available on the day of inspection and took account of their views.

Inspector

Jennifer Gee

Inspection findings

Effectiveness of the leadership and management is inadequate

There has been insufficient improvement in the quality of provision since the last inspection. Arrangements for safeguarding are not effective. Although steps have been taken to increase staff's understanding of safeguarding issues, senior leaders fail to respond and report concerns in a timely way. The recording of concerns is not accurate and does not contain the necessary detail. Records of accidents are not reviewed regularly to ensure that they provide an accurate record of injuries, treatment given or action taken. The owner of the setting has a positive attitude towards improving the quality of care and teaching provided. For example, new systems are being introduced for tracking the progress of groups of children. Many of the new systems are, however, still in their early stages and lack accuracy. The manager has improved arrangements for recruiting staff and checking their suitability to work with children. Systems for staff supervision and induction are in place. Staff are starting to receive appropriate training to improve their practice but this has not yet had any real impact on the quality of provision or outcomes for children.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is too variable. New planning and assessment arrangements have only recently been introduced. They are not fully understood and used by all staff. Staff are beginning to plan activities to take build on children's interests, but they do not identify and take account of gaps in children's learning. This means that not all children, especially those with disabilities or additional needs, make good progress. The nursery's special educational needs coordinator does not ensure that there is effective liaison with other agencies or the key person responsible for meeting individual children's needs. As a result, not all staff have the information and skills they need to support children's specific needs. Staff provide a wide range of resources, which encourage children to make choices and become independent. In the Seahorse room, pre-school children decide when they want to have their snack; they confidently wash their hands and make selections from a choice of healthy foods. The imaginative play areas in the nursery rooms provide a rich learning environment for children. They are well equipped with real resources and frequently enjoyed by the children.

Personal development, behaviour and welfare are inadequate

The breaches of the statutory requirements for child protection compromise children's safety. Staff have made improvements in managing risks. For example, free standing heaters have been removed and arrangements to control the temperature within the nursery rooms have improved. Children are given opportunities to learn about healthy eating and the outside areas are used well to support most children's physical development. However, babies do not always have daily opportunities to be outside in the fresh air. Toileting and hand washing arrangements help children to learn about how to keep healthy. However, the storage of dummies is unhygienic. Staff form strong bonds with children. Children are warmly greeted as they arrive and parents are given feedback at the end of the day. Parents are very complimentary about the nursery, especially the

quality of information provided, the homely environment and the care provided for their children. There is an effective system in place to support children's emotional development when they move on from one nursery room to another. This helps them to settle quickly and behave well.

Outcomes for children are inadequate

Inconsistencies in the quality of teaching and breaches of the safeguarding and welfare requirements have a negative impact on the outcomes for children. There are new systems in place to monitor the progress of individual and different groups of children. These systems are in the early stages of development and are not yet effective. As a result, some children do not make as much progress as others and are not catching up with other children of the same age. Opportunities to ensure all children make good progress and get the support they need quickly are missed.

Setting details

Unique reference number	EY452691
Local authority	Kent
Inspection number	1037138
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	35
Number of children on roll	125
Name of provider	Jodine Margosia McCann
Date of previous inspection	23 November 2015
Telephone number	01227361377

Jo Jo's Day Care Nursery originally registered in 2008 and re-registered when it moved to new premises in 2012. It operates from converted residential premises in Herne Bay, Kent. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery opens each weekday, from 8am until 6pm for 50 weeks of the year. There are 20 members of staff who work with the children, two of these are volunteers. Of these, eight hold a recognised early years qualification at level 3, four at level 2, one has a foundation degree and one is working toward this. Two others are training. There is one cook and one administrator.

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.

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