

Jo Jo's Day Care Nursery

118 Sea Street, Herne Bay, Kent, CT6 8QZ



Inspection date

23 June 2016

Previous inspection date

22 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's learning is not always maximised due to inconsistencies in the quality of teaching. At times, activities and experiences for children in the pre-school room fail to offer appropriate challenge.
- There are new systems in place to monitor children's progress; however, these are not yet fully embedded to show sufficient impact.
- Some staff do not have a secure knowledge of safeguarding procedures.
- The range of toys in the baby room and pre-school areas limits children's choices.

It has the following strengths

- The external support provided by the local authority, combined with the manager's commitment to improve the quality within the nursery, reflect positively in the improvements made since the last inspection. There are clear targets in place to drive improvement.
- Staff have positive partnerships with parents and other agencies. They share information with parents about what children know and can do. Parents feel well informed about their child's progress.
- Children's wellbeing is effectively supported. Staff provide clear, consistent boundaries, which help children to feel secure; consequently their behaviour is good.
- Staff encourage children to adopt a healthy lifestyle. Children enjoy daily outdoor play and learn about the importance of healthy eating.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the quality of teaching so that it is consistently good across the setting, to ensure that pre-school children are challenged so they make good or better progress in their learning	29/07/2016
■ ensure all staff are familiar with the safeguarding policy and procedures and know the action to take in the event of a child protection concern	29/07/2016
■ continue to monitor children's progress and use assessment information effectively to accurately identify whether all groups of children are making good or better progress.	29/06/2016

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

- increase the range of toys and equipment available, in order to extend children's choices.

Inspection activities

- The inspector observed the quality of teaching, both inside the nursery and outside.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector spoke to several parents and took account of their views.
- The inspector held a meeting with the owner.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.

Inspector
Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management requires improvement

Although staff complete safeguarding training, and there are new procedures in place for responding to any concerns, a minority of staff do not demonstrate a robust understanding of the nursery's procedures. However, despite this, overall, safeguarding is effective. Appropriate recruitment and vetting procedures are in place to ensure adults are suitable to work with children. The manager and staff team have worked hard to address the weaknesses identified at the last inspection and satisfactory progress has been made. Suitable systems to monitor the progress children make are now in place; however these are not yet fully embedded. Effective use is made of supervision and team meetings to support staff development and identify training needs. The manager and staff team demonstrate a commitment to driving improvement and aim to deliver good or better practice.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Overall, staff support children in their learning well and accurately plan for their next steps. However, there are weaknesses in the pre-school room. At times staff lack confidence in their teaching skills and planned activities and the range of available equipment does not sufficiently challenge children. As a result, children lose interest. Staff effectively promote children's language development. For example, they use sign language to enhance spoken language and display routines in picture form. This inclusive approach particularly helps children who are learning to speak English as an additional language. Staff working with the younger children provide exciting activities to promote their learning. For example, children in the toddler room have grown vegetables, which they have nurtured, prepared and eaten. Toddlers and pre-school children move freely between the indoor and outdoor areas. This encourages outdoor learning and greater independence.

Personal development, behaviour and welfare are good

Children behave well and develop good relationships with their friends. Staff are responsive to babies' needs, offering reassurance and comfort when needed. They communicate regularly with parents to ensure they know children's routines and interests. Staff plan the environment well to encourage children's independence. For example, children in the toddler room confidently step up to the sink to wash their hands, without being prompted by staff. Pre-school children confidently help staff prepare the fruit snack. Meal times are sociable events and all children enjoy the healthy meals provided.

Outcomes for children require improvement

Overall, children make steady progress. Inconsistent teaching means that some children are not fully supported to become ready for their next stage in learning. Children demonstrate they feel secure in the nursery and they are familiar with the routines in place. Children show a sense of belonging and they take pride in helping staff with routine tasks. Children are confident communicators and develop positive relationships with staff.

Setting details

Unique reference number	EY452691
Local authority	Kent
Inspection number	1048391
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 registered person	Jodine Margosia McCann
Registered person unique reference number	RP907943
Date of previous inspection	22 January 2016
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 accepts funding for the provision of free early education for children aged two, three and four years and opens each weekday, from 8am until 6pm for 50 weeks of the year. A team of 21 staff work with the children, including two volunteers. Most staff hold appropriate early years qualifications at level 3. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

