

Jesters Childcare Ltd

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



Inspection date

3 August 2017

Previous inspection date

25 July 2014

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

Summary of key findings for parents

This provision is good

- The experienced and well-qualified staff regularly observe children and provide activities that reflect their interests and support what they need to learn next. All children make good progress in their learning.
- Children who are learning English as an additional language receive effective support to help them achieve well. For example, staff regularly meet with parents and take advice from other professionals to help them meet all children's individual needs.
- Staff provide a welcoming, calm and well-organised environment, where children behave positively and show that they are confident and happy.
- Staff have made better use of strong questioning techniques since the last inspection, and now offer plenty of chances for children to share their thoughts and ideas.
- Leadership is effective. The management team has a strong desire to develop good practice and overcome challenges. They are ambitious and passionate about improving outcomes for the children in their care.
- Staff keep parents well informed about their children's development and offer ideas to support children's learning at home. Parents make extremely positive comments and say they value the genuine warmth and friendliness of the staff team.

It is not yet outstanding because:

- The manager has not fully considered ways in which parents, children and staff can contribute to the self-evaluation to identify further improvements to the provision.
- Staff do not collect detailed information from parents about their child's learning and stage of development when they first start attending the setting.

What the setting needs to do to improve further

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

- improve ways for parents, children and staff to contribute their views to the self-evaluation to help identify improvements and extend the good partnerships even further
- gather more detailed information from parents about what their children know and can do at the start of their placement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager and discussed this with her.
- The inspector spoke to staff and the children throughout the inspection.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation, such as the self-evaluation, policies and procedures, children's records and evidence of the suitability of staff working in the setting.
- The inspector took account of the written views of parents.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are well trained in the procedures to help keep children safe from harm. They have a secure understanding of how to respond in the event of a child protection concern. Staff routinely check the indoor and outdoor premises to help reduce any risks to children's safety. Any damaged or broken equipment is removed. Staff are well qualified and are effectively deployed to ensure that the children's needs are met at all times. Staff work well with local authority advisers to implement action plans and drive further improvements. The management team monitors and tracks the progress of individual and groups of children. This means they have a clear overview of all children's progress and they use this to make sure children receive additional support when necessary. Rigorous recruitment procedures are followed to help ensure that staff are suitable to work with children. Staff attend training to strengthen their knowledge and skills. The management team uses peer observations and supervision meetings to encourage staff to reflect on their own practice and that of their peers.

Quality of teaching, learning and assessment is good

Staff engage well with children in their play, and enthuse and ignite children's passion for learning. For example, staff are animated as they tell children stories using a variety of props. Children begin to predict the missing words when staff pause in their reading of repeated phrases. Staff play alongside children and respond well to their evolving interests. Children demonstrate that they have good attitudes to learning. They use their imagination well in their play. For example, they use sticks that they pretend are magic wands. They experiment with different media and materials, adding glitter, leaves, water, lavender and sand as they mix their magic potions.

Personal development, behaviour and welfare are good

The key-person system is used effectively to help children feel safe and secure as they spontaneously approach staff throughout the day. Staff teach children the importance of healthy lifestyles. They work in partnership with parents to make sure that the food children bring in their packed lunches is well balanced and nutritious. Mealtimes are relaxed, happy occasions. Staff sit and eat lunch with children and help them to develop their social skills. Children are physically active and enjoy their play outdoors. Older children build an obstacle course on the field and then decide to make it more challenging by adding more resources.

Outcomes for children are good

Early mathematical skills are emerging as children learn about numbers, shapes and size, for example, as they pretend to make cakes in the mud kitchen. Strong links with the local school help to prepare children emotionally for starting school. Children learn to be confident and independent from a young age. For example, they use the toilet independently, put on their own coats and tidy away resources at the end of the session. Children develop the key skills needed to be ready for the next stage in their learning.

Setting details

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| Unique reference number | EY407637 |
| Local authority | Nottinghamshire |
| Inspection number | 1105088 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 3 |
| Total number of places | 50 |
| Number of children on roll | 100 |
| Name of registered person | Jester's Childcare Limited |
| Registered person unique reference number | RP535351 |
| Date of previous inspection | 25 July 2014 |
| Telephone number | 01159520411 |

Jesters Childcare Ltd registered in 2003. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The setting opens Monday to Friday, all year round, except for bank holidays and the Christmas holidays. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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