

Jabberwocky Childcare

2 The Tanyard, Leigh Road, Street, Somerset, BA16 0HD



Inspection date

Previous inspection date

27 October 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 managers are committed to the ongoing development of the nursery. They work well together and have a clear understanding of their legal responsibilities. They evaluate practice and gain the views of parents to help them outline improvements.
- Staff are friendly, caring and very attentive. They ensure settling-in processes are sensitive and responsive to children's individual needs. Children build secure emotional attachments with staff, supporting their well-being and self-confidence effectively.
- Children make good progress. They are eager to explore the stimulating environment and motivated to develop their skills. They have access to a wide range of good-quality resources, which provides them and babies with exciting and interesting play opportunities indoors and outdoors.
- Staff liaise effectively with parents and professionals to ensure that all children get the support they need. Parents and carers express high levels of satisfaction with the staff and the quality of care and education that their children receive.

It is not yet outstanding because:

- Not all of the pre-school-aged children readily engage in planned group activities. Staff do not thoroughly consider all of their different interests and preferences to inspire their active involvement in activities and engage them further in learning.
- Although there are good assessment systems, there are missed opportunities to share these with parents, helping them understand what their children can do and where they need support.

What the setting needs to do to improve further

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

- give further consideration to the differing interests and preferences of pre-school-aged children when planning activities
- enhance the sharing of information with parents about their children's developmental progress.

Inspection activities

- The inspector observed activities in all of the main playrooms and the outside learning environments, and conducted a joint observation with the nursery manager.
- The inspector held a meeting with both managers of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessments and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on questionnaires given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers maintain staff ratios at all times to ensure children's safety and well-being. Staff are vigilant about children's safety and they understand the procedures to follow if they are concerned about a child. The managers follow strong systems for the recruitment, supervision and monitoring of staff. Vetting procedures for staff and all those that work with the children are thorough, including external professionals that come in to lead activities. Managers encourage the professional development of staff and liaise with other professionals, for example, to support staff to complete early years qualifications. Analysis of groups and individual children's progress are scrutinised to identify any gaps in learning and the effectiveness of practice. This helps the managers to identify and offer subsequent further training and programmes of support to staff, such as ways to develop children's mathematical skills.

Quality of teaching, learning and assessment is good

Key persons closely observe children's development and promptly outline their starting points. Their precise assessments identify the next steps in children's learning, build on what children already know and ensure children progress well. Babies' and children's communication skills consistently receive high priority from staff. For example, staff use clear speech and enrich songs with signs and actions, inspiring younger children's listening skills and their emerging language really well. Staff ask probing questions to encourage older children's conversation skills. For instance, they discuss the food they eat at teatime, talk about their cooking activities and recall the names of ingredients.

Personal development, behaviour and welfare are good

Staff offer close supervision and support to help children develop strong self-help skills from a young age. For example, older babies independently toddle over to collect water from a dispenser, to put in the sand tray. Older children prepare their own snacks and clear the table after their meals. Children's behaviour is very good. Staff patiently support and encourage children to share and take turns. Older children form friendships and cooperate well. Staff support children's healthy lifestyles. They set up the all-weather playground and the natural garden really well so that children are inspired to be active in the fresh air. They provide many activities to help develop children's physical skills, such as sports sessions and regular outdoor learning sessions at a woodland nearby.

Outcomes for children are good

Babies develop curiosity and positive attitudes towards learning. Children listen and concentrate well for their age and stage of development. Older children count with confidence and recognise numbers. They draw pictures, make marks for letters of their names and learn the corresponding sounds to some letters. Children's confidence grows quickly. They learn to be independent and develop their sense of responsibility really well. Children gain the necessary skills in readiness for the next stage in their learning and their move on to school. Children who have special educational needs and/or disabilities have good opportunities to reach their potential.

Setting details

Unique reference number	EY539285
Local authority	Somerset
Inspection number	1116389
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	0 - 8
Total number of places	70
Number of children on roll	156
Name of registered person	Jabberwocky Childrens Nursery Ltd
Registered person unique reference number	RP539284
Date of previous inspection	Not applicable
Telephone number	01458446999

Jabberwocky Childcare registered in 2016. The nursery employs 22 members of childcare staff. Of these, 14 hold appropriate early years qualifications from level 1 to level 6, including one with qualified teacher status. The nursery opens Monday to Friday from 7.30am until 6pm for 51 weeks of the year, closing for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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