

# CrackerJacks Day Nursery

Crackerjacks Day Nursery Ltd, Upton Court, Datchet Road, SLOUGH, SL3 7LR



## Inspection date

10 January 2018

Previous inspection date

19 July 2017

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		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Although leaders have begun to monitor staff practice more closely, they have not raised the overall quality of teaching to a consistently good level.
- Staff do not plan thoroughly for some aspects of babies' physical development. For example, there are few opportunities, indoors or outdoors, for babies to practise pulling themselves up to standing positions.
- On occasions, staff do not encourage children to solve problems and build thoroughly on what they already know. Children do not make as much progress as they could.
- At times, staff complete tasks for children and do not recognise opportunities that arise to encourage children to develop their independence.

### It has the following strengths

- Leaders have taken effective steps to ensure that suitable staff supervise children. Staff maintain the correct ratios and hold Disclosure and Barring Service checks.
- Staff have improved the accuracy of assessments and planning. They share this information well with parents. Parents gain a clear picture of the progress that their child is making to help them continue this learning at home.
- Children are happy and settled. They behave well and show that they enjoy their time at nursery. Staff are very kind and welcoming to all children.
- Leaders have a clear idea of the improvements that they still need to make. They are working closely with other professionals to address these ongoing weaknesses, to improve the overall quality of the provision and outcomes for children.

## What the setting needs to do to improve further

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

	Due Date
■ monitor the quality of teaching closely to support staff to deliver consistently good-quality teaching	01/04/2018
■ deliver effective teaching and support for babies and very young children to develop all aspects of their physical skills well.	01/04/2018

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

- improve opportunities for children to solve problems and extend their thinking skills
- help children to learn to complete tasks for themselves, to provide further challenge and promote their independence.

## Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out two joint observations, one with the provider and one with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at documentation, including policies and children's records.

## Inspector

Sarah Holley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Leaders take robust steps to ensure the suitability of those that they employ to work with children. Staff know what to do if they are concerned about a child's welfare. Leaders have improved how they monitor the quality of the provision and have supported staff successfully to improve some aspects of what they do. For example, staff now plan more accurately to meet the needs of individual children. However, leaders recognise that a number of staff changes have meant that they have not yet been able to provide staff with the individual support and training that they need to deliver teaching of a consistently good standard. Staff ensure that the premises are clean, safe and secure. They closely supervise children at all times.

### **Quality of teaching, learning and assessment requires improvement**

Staff use their improved assessments to plan for each child. Children show that they are keen to learn. Overall, staff organise the day well so that children can make use of a wide range of resources. For example, older children develop their mathematical skills as they explore weight, size and measure at the water tray. Staff help babies' developing language skills. For example, they sing to them and repeat back simple sounds and words. At other times, the teaching is less effective. Staff do not provide enough challenge for older children. Although older children thoroughly enjoy exploring paint and printing, staff miss opportunities, for example, to introduce names of shapes to extend children's knowledge. Staff plan activities that help older children to learn about letter sounds. However, they do not help them effectively to form recognisable letters to extend their early writing.

### **Personal development, behaviour and welfare require improvement**

Staff meet children's emotional needs well. For example, they ensure that staff who know them well meet children's personal care needs. Staff reassure babies new to the setting, with cuddles and kindness. They help older children to share, take turns and play cooperatively. However, staff miss opportunities to help children learn how to operate independently. For example, when staff wipe toddlers' noses they do not explain what they are doing or help them begin to manage this for themselves. Overall, staff meet children's health well. For example, all children have daily access to fresh air and healthy food. Outdoors, staff provide a range of interesting resources for older children, who thoroughly enjoy the opportunities to run, climb and use wheeled toys.

### **Outcomes for children require improvement**

Overall, most children make steady progress and gain adequate skills for their future learning, including the move to school. Children that require some additional help receive extra support to catch up with their peers. However, not all children make progress at the rate of which they are capable. For example, babies do not have opportunities to practise their large-muscle control and older children do not progress consistently well in early literacy skills. Children learn to behave well and get along with their friends.

## Setting details

<b>Unique reference number</b>	EY438176
<b>Local authority</b>	Slough
<b>Inspection number</b>	1110249
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Cracker Jacks Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905146
<b>Date of previous inspection</b>	19 July 2017
<b>Telephone number</b>	01753 303406

CrackerJacks Day Nursery registered in 2012. It operates from a listed building in Datchet Road, Slough. The nursery is open all day on Monday to Friday, for 51 weeks of the year. The provider currently employs 13 members of staff to work with the children, nine of whom hold relevant childcare qualifications. In addition, the manager has a relevant early years foundation degree. The provider is in receipt of funding to provide free early years education for children aged three and four years.

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