

Jacqueline's Gems @ Manor Close

40 Manor Close, London, SE28 8EY



Inspection date

17 April 2018

Previous inspection date

26 April 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager has high expectations and is passionate about her work. This has a positive impact on the morale of the staff as they are motivated and enthused about the work they do. As a team they ensure all children are well supported. They work with other professionals together to provide the support that is needed for children to succeed in their learning and development.
- Staff use their secure knowledge about the children and what they can achieve effectively to plan activities and resources of their interests. Children are enthused, engaged and motivated to learn, using their own initiative. This helps children to become independent learners, preparing them for their next stage of learning.
- The environment is welcoming for children and parents. Children are happy and build good relationships with staff. Parents are informed about their child's day and development, and are happy with the provision.

It is not yet outstanding because:

- The manager implemented systems to track children's progress which are still in its early stages and she plans to further develop more effective ways to monitor the progress for different groups of children.
- Although the manager has regular supervision meetings, she needs to build further on the professional development programme for staff to ensure their training is targeted and beneficial to the children in the setting.

What the setting needs to do to improve further

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

- refine monitoring systems of children's progress further, including to monitor the progress specific groups of children are making
- continue to develop the systems to support staff's professional development further, to help identify individual training needs and provide targeted support to raise continuously the quality of teaching.

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 held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of staff and a range of other documents.
- The inspector spoke to a selection of parents and took into account their views.

Inspector

Anja Eribake

Inspection findings

Effectiveness of the leadership and management is good

The manager has a clear vision for the setting and echoes this through her ongoing evaluation process of all aspects of the setting. She takes into account the views of staff, parents and children. For example, she changed the way snacks are provided after staff's feedback. Safeguarding is effective. Staff are aware what they need to inform the manager about, such as incidences that could make them unsuitable to work with children. They have a clear understanding of the procedures to follow if they have any concerns about a child's welfare and safety. The manager holds regular supervision meetings and has started to bring this new team together to work effectively.

Quality of teaching, learning and assessment is good

Staff are fully aware of the role they play in children's learning. They consistently evaluate how best they can support children's learning, either leading their learning or guiding it. They know their children well, including their personalities and abilities. Together with the information they gain from their regular observations, they assess children's development and plan activities to help them reach their next steps in learning. For example, staff recognise the interest of water play in children when they have their drinks during snack time and encourage them to participate in the water activity outside. Staff teach children about mathematical concepts using numbers on buses and language, such as 'lots' and 'little', when transferring soil into cups.

Personal development, behaviour and welfare are good

Staff role model the expected behaviour extremely well. Children are well behaved and demonstrate high levels of social skills. They talk to each other during play and remind their peers about expected behaviour. For example, when children accidentally pour soil over their friends' arms they say sorry, and they also help one another and take turns. When children run inside, staff patiently explain why it is not good to do so, making them aware of the risks. Staff are well deployed to ensure children are supervised effectively and well cared for. Children are well supported with their self-care skills, such as toilet training and washing hands before meals. They learn about good hygiene procedures and healthy lifestyles. Those children who prefer to learn outdoors can do so daily. They enjoy water play and digging activities, using different tools to transfer materials. This helps develop their physical skills.

Outcomes for children are good

All children make good progress, including those who have special educational needs. Children develop good communication and language skills, and learn in various ways the purpose of writing and literacy. For example, children make marks in shaving foam and talk about the shapes, and during circle time staff explain why books should not be ripped. Children develop their early writing skills and learn about the wider world. They create flags, using glue, colouring pens and scissors, and discuss the countries to which they belong. Children become curious learners and confidently explore the environment.

Setting details

Unique reference number	EY500048
Local authority	Bexley
Inspection number	1099419
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 - 4
Total number of places	30
Number of children on roll	25
Name of registered person	Jacqueline's Gems Childcare Services Ltd
Registered person unique reference number	RP906451
Date of previous inspection	26 April 2017
Telephone number	02083113695

Jacqueline's Gems @ Manor Close registered in 2016 and is located in the London Borough of Bexley. It is one of multiple settings run by the same provider. The nursery operates each weekday from 7.30am to 6.30pm, all year round. There are five members of staff, four of whom hold relevant childcare qualifications at level 3 and 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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