

<b>Inspection date</b>	5 September 2018
Previous inspection date	2 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Leaders have a positive attitude to continually raising the quality of provision. They use self-evaluation well and consider the views of parents, children and staff.
- Children and babies are happy, confident and independent learners. They enjoy choosing and following their own play ideas from the well-resourced environment. Staff offer a balanced range of exciting child-led and adult-planned activities.
- Partnerships with parents are good. Staff effectively encourage parents' involvement in their children's learning.
- Staff help children to develop their speaking skills. They use clear language when talking to younger children. Staff spend time playing alongside older children and listen to their views and ideas. Children make good progress in their learning.
- Staff gather relevant information about children's care and learning needs from parents, to help them promote children's good health, learning and well-being. Staff are consistently kind, caring and patient. They are positive role models for children, who learn to behave well and confidently consider the needs of others.

### It is not yet outstanding because:

- On occasions, staff do not give children enough time to think about how they want to respond to questions and extend their problem-solving skills.
- The management team does not fully enhance staff's ongoing performance and professional development to raise the good quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- give children more time to respond to questions and use their problem-solving skills
- increase staff's training and professional development opportunities to offer more quality learning and development experiences and help improve children's outcomes further.

### Inspection activities

- The inspector observed activities in the four main base rooms and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and two deputy managers. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of what to do and whom to contact if they have concerns about a child's welfare. Staff follow detailed risk assessments of the premises and activities. They are attentive in their supervision of children and monitor the nursery environment closely. This helps keep children safe. Leaders implement effective recruitment procedures to ensure the suitability of all staff working with children. Overall, staff receive individual support meetings where they can discuss their own development. Staff work well in partnership with other professionals to support children moving on to school.

### Quality of teaching, learning and assessment is good

Staff effectively monitor children's progress. For example, they use the information gained from observations and assessments to identify what children need to learn next. Leaders carefully monitor children's progress to ensure they do not fall behind in their learning and to identify any potential gaps in their development. Staff support children's communication skills very well. For example, they consistently use simple language to describe what babies see and do. They use small-group activities very effectively to support older children's speech and carefully model letter sounds for them to hear. Children use their imaginations well. During a role-play activity, they pretend to make a vehicle with crates and objects in the garden. They invite others into the game and share the equipment.

### Personal development, behaviour and welfare are good

Children develop positive emotional attachments with staff. The key-person system is used effectively in helping children to settle when they first start. Staff are friendly, caring and attentive in their interactions with children. They are sensitive in their approach and encourage children's independence well. Children behave well. Children develop good relationships with others and play cooperatively together. Staff help to support children's physical health and well-being. Children benefit from regular outdoor play and staff ensure that children understand how to keep themselves safe. Children learn to negotiate space, move their bodies in different ways, take turns and play well together as they climb on equipment. Children have opportunities to develop their understanding of the world through outings and themes that interest them. This helps them learn about different people, their communities and cultures.

### Outcomes for children are good

Babies are very confident and develop good early physical skills. For example, they crawl or walk and excitedly explore their stimulating playroom. They thoroughly enjoy joining in with engaging singing sessions. Toddlers develop their mathematical skills as they arrange shapes using different materials in their construction work. They negotiate well with others and show good team-working skills. Older children are interested in the world around them and enthusiastically search the garden, using magnifying glasses to observe what they find. All children, including children in receipt of additional funding, make good progress in relation to their skills and capabilities on entry. Children are well prepared for the next stage in their learning and for school.

## Setting details

<b>Unique reference number</b>	EY449377
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10070512
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Digitgain Limited
<b>Registered person unique reference number</b>	RP905326
<b>Date of previous inspection</b>	2 September 2015
<b>Telephone number</b>	0118 983 4018

Jubilee Gems registered in 2012 and is one of two nurseries owned by the same private provider. The nursery operates from an old school house in Padworth Common in West Berkshire. It opens from 7.30am until 6pm, term time only. The nursery also provides care in the holidays for older children who have reached school age at the Jubilee Jets club. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 22 members of staff and, of these, 20 hold relevant qualifications at level 2 to level 6.

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