

<b>Inspection date</b>	4 December 2018
Previous inspection date	5 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Leaders and managers do not follow the procedure set out in their safeguarding policy. They do not contact the relevant child protection agencies when a safeguarding concern is raised with them. This has a negative impact on the safety and welfare of the children that attend the nursery.
- Staff record details of any concerns they have about children's safety and well-being. However, these records do not contain accurate information or the details of any action taken to safeguard children. This means that systems to ensure all children are safeguarded are not robust.

### It has the following strengths

- Children are confident and independent and understand the routines of the setting. They are able to put their shoes and coats on and line up patiently before going outside.
- Children are developing the required skills to prepare them for their next stage in learning, particularly early reading skills.
- Staff have formed positive relationships with parents and other childcare settings. They collect information about the children they care for so that they can support their care and development.
- Leaders and managers monitor the experiences staff provide for children so they benefit from a range of activities which cover the areas of learning well.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure the procedures set out in your safeguarding policy are implemented effectively so that any safeguarding concerns about children are reported to the appropriate agency without delay	08/02/2019
maintain accurate records to ensure the safe and efficient management of the setting.	08/02/2019

### Inspection activities

- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at records of children's development, evidence of the suitability and qualifications of staff working in the nursery and a range of other documentation.
- The inspector talked to staff about how they support children's individual learning and how they keep children safe.
- The inspector observed activities in all rooms of the nursery and viewed the outside area.
- The inspector carried out a joint observation with the provider to look at the quality of teaching and the impact on children's learning.

### Inspector

Caroline Clarke

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Leaders and managers do not have a secure knowledge of the statutory requirements of the early years foundation stage. As a result, they do not implement effective safeguarding arrangements. They have failed to ensure that all staff understand the correct procedures to follow when they have safeguarding concerns about children. As a consequence, they have not reported safeguarding concerns in a timely manner to the appropriate agencies. This could place children at risk of harm. Leaders and managers monitor the quality of teaching effectively. Leaders have improved teaching through regular meetings with staff to discuss their professional development. Leaders are beginning to implement a system where staff comment on each other's practice. This helps staff to identify how they can develop the quality of their teaching further. Leaders and managers review the progress that children make regularly. This has helped to identify some children who may need additional support.

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

The well-qualified staff team make good use of their knowledge to complete regular assessments of children's learning. They plan activities that take account of children's interests and prepare them well for the next stage in their learning. For example, staff explore emotions with children. During a mindfulness activity, staff asked older children to consider a doll's facial expression to see if they could interpret whether the doll looked happy or sad. Staff encouraged children to explain their emotions. Children enjoyed taking turns to tell the group what makes them feel happy or sad. Parents compliment the staff about the information they share about their child's development. For example, they receive day-to-day feedback from staff and have the opportunity to discuss their child's learning at parents' evening.

### Personal development, behaviour and welfare are inadequate

The breaches of the safeguarding procedures identified during the inspection mean that children's safety and well-being are significantly compromised. Staff do not have sufficient knowledge to make sure children are kept safe from harm. They do not make accurate records of safeguarding concerns. They also do not follow their safeguarding procedure as they do not recognise and share safeguarding concerns about children with the relevant child protection agency. This means concerns about children's safety and welfare are not thoroughly assessed by the appropriate professionals to make sure children are not at risk of harm. However, staff support children to develop their confidence and independence. For example, during meal times older children clear and wash up their own plates and cutlery. Staff respond to the needs of young children well. For example, they recognise when children become tired and comfort them so they can fall asleep. Staff are vigilant in making sure the premises are safe. They complete daily checks of the premises. On the day of the inspection, staff had identified that some equipment outside was frozen, therefore, children could not play outside until this was made safe.

### Outcomes for children are good

All children make good progress, including those in receipt of additional funding, such as

the early years pupil premium, and those groups who may be at risk of developmental delay. Staff have completed home visits for children who speak English as an additional language. This allows staff to obtain first-hand knowledge of children's home language. Staff then support children in developing communication and language skills ready for their next stage in learning. As a result, children demonstrate that they make good progress in developing their understanding of spoken language.

## Setting details

<b>Unique reference number</b>	EY491026
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10068581
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	36
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Wilson, Jo-Anne Marie
<b>Registered person unique reference number</b>	RP909535
<b>Date of previous inspection</b>	5 January 2018
<b>Telephone number</b>	07901574443

Jo Jo Childcare registered in 2015 and is located in Leicestershire. The nursery operates for 50 weeks of the year, closing for Christmas and Easter holidays. The nursery opens from 7am to 6pm, Monday to Friday, except for the bank holidays. The nursery employs ten members of childcare staff, including the managers. Of these, eight hold appropriate childcare qualifications at level 3. The nursery provides funded education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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