

Inspection of Jubilee Childcare (Pre-School) Ltd

The Garden House, Lakes Road, Marple, Stockport SK6 7DH

Inspection date: 5 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

This pre-school setting is warm and inviting. It is based in a safe and secure log cabin situated within a farming environment. The farm is open to the public and the pre-school has full access to all its amenities. Children have daily opportunities to experience the natural world and all its wonder. They are dressed appropriately for all weathers and thoroughly enjoy the outdoor activities they participate in. For example, there is great excitement when they discover a newly dug hole. They talk about the badger that might have dug the hole and take turns to carefully look down it with their torches and magnifying glasses. Children are learning to manage their own risks. They know that they should be careful not to go too close to the hole in case they fall.

The manager and her staff have high expectations of all children and they encourage them to have a go at things they may at first find difficult. For example, they motivate children to balance along the many wooden climbing frames and praise them well when they succeed. This helps to ensure that children are not only gaining physical skills but also growing in confidence.

What does the early years setting do well and what does it need to do better?

- Staff greet children in a warm and friendly way. This helps children to feel safe and secure. Children settle quickly into play and enjoy proudly showing off to their parents the items they have made. Parents are welcomed into the pre-school and staff spend time conversing with them and their child.
- Children are well behaved, take turns patiently and show respect for one another. For instance, more confident children help those less confident to get across a puddle safely.
- Staff promote effectively children's independence through routines and activities. Children confidently help themselves to resources. In addition, they are competent at putting on their outdoor wear and getting their own cups and plates for their snack. Children are eager to do things for themselves, such as opening and closing the gates through the woodland walk. Children persevere at the task and ask politely if they need assistance.
- The manager and her staff encourage children's mathematical development well. Children have great fun counting wellington boots that they bring outside for the manager to put on. Staff help children to understand size using descriptive words, such as 'bigger', 'biggest', 'furthest' and 'nearest'.
- Staff place a great focus on helping children make good progress in their communication and language development. For example, they introduce new vocabulary, such as 'slippy' and 'skidding' when children slide ice blocks across the ground. Children stomp on the ice at the edges of a puddle and talk about the cracking sound it makes. They discuss excitedly about how they can see

through the large pieces they pick up. Staff extend vocabulary even further using words such as 'transparent'.

- Children are well supervised at all times but have the freedom to explore their surroundings.
- The manager has put in place arrangements for staff supervision which help to promote good outcomes for children. However, there is scope to develop them even further to strengthen the quality of teaching.
- Parents are extremely happy with the provision. They cannot praise enough the first-hand experiences their children gain from the environment. Parents discuss the wide and varied skills and knowledge their children have. For example, children know how to put out a campfire safely and insist parents do this when on a family camping trip.
- The manager and her staff monitor and review well children's progress. Children are developing knowledge and skills across all areas of learning. Staff seek additional support, such as in speech and language, for those who may need it. Children are gaining a wider understanding of the world they live in. For instance, they visit a local dementia group, play music and sing songs together.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team are well trained, knowledgeable and have a robust understanding of safeguarding issues. They know how to identify and refer any concerns they may have about the welfare of children. All staff are confident in what to do in the event of allegations against staff. Information on safeguarding is readily available on information boards in the pre-school setting. The manager ensures that staff are deployed well, particularly when outdoors. Walkie-talkies enable easy contact between staff about safety matters when children split into groups.

What does the setting need to do to improve?

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

- develop staff supervision processes even further to strengthen the overall quality of teaching and help children reach their potential.

Setting details

Unique reference number	EY547366
Local authority	Stockport
Inspection number	10130014
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	10
Number of children on roll	8
Name of registered person	Jubilee Childcare (Pre-School) Ltd
Registered person unique reference number	RP533813
Telephone number	07910173684 or 07904164945
Date of previous inspection	Not applicable

Information about this early years setting

Jubilee Childcare (Pre-School) Ltd registered in 2017 and is in Marple, Stockport. The setting currently employs four members of staff. Of these, the manager holds a relevant childcare qualification at level 3, one holds a qualification at level 2 and the other two are unqualified. The pre-school operates Monday to Friday, term time only, from 8.30am to 4.30pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kaela Francioli

Inspection activities

- During the inspection, the manager and inspector completed a joint observation of an activity to assess the quality of teaching and learning.
- The manager and the inspector carried out a tour of the areas used by the pre-school setting.
- The inspector reviewed a sample of paperwork, including staff qualifications, suitability checks and a variety of policies and procedures.
- Parents, children, staff and the manager all spoke to the inspector at convenient times throughout the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.

We carried out this inspection 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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