

# Inspection of Jancett Childcare, Holmwood Gardens, Wallington

Holmwood Gardens, Wallington SM6 0HN

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Inspection date: 21 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children form close emotional bonds with the friendly and caring staff in the setting. Staff understand children's needs well because they gather key information from parents when children first start. As a result, children settle quickly, are happy and feel safe. The setting provides children with an ambitious curriculum that focuses on using specific books and stories to spark new interests. Children experience a range of opportunities in all areas of learning. These are based around the topic of the book they are looking at. Babies laugh and smile, and begin to learn new words as they look at familiar books together with their key person. Pre-school children learn about going to school, and how this is different to nursery, through discussion with each other and with staff.

There are high expectations for children's behaviour. The setting has simple rules that children understand well. Staff offer gentle reminders that encourage children to think about their actions, and how best to change their behaviour, if needed.

The setting has made changes to how parents drop off and pick up their children, in response to the COVID-19 (coronavirus) pandemic. They recognise that parents are not currently able to enter the setting. As such, the age groups take turns to use the garden area at the end of the day so that parents have an opportunity to see their children at play.

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

- Children learn about the diverse community they live in. They learn to discuss similarities and differences in people's appearance, culture and family situation with respect. During circle time, children talk about how some families do not have 'a mummy and a daddy'. They share how it is okay to have 'two mummies or two daddies' or 'just a mummy or a daddy'. Staff speak openly with the children about how they are all individual and unique. They teach children the importance of having equal respect for each other.
- Supporting children's communication and language skills is a strength of the setting. Staff sing to babies while changing their nappies. Toddlers learn to follow simple instructions as staff use words, gestures and images to communicate what they would like children to do next.
- The newly created curriculum supports children's learning and development well. Staff understand how to use the current story book to create activities and opportunities across the learning environment. However, there are some occasions where staff place more focus on what the group needs to cover in the book. This means that, at times, some children may not be as well challenged in their learning as others.
- Children with special educational needs and/or disabilities (SEND), and those

who receive additional funding, learn well. The SEND coordinator for the setting has good working partnerships with a range of agencies who support these children. She understands the children's needs well and provides staff with guidance and tips to help them meet the children's needs.

- The setting provides children with healthy, balanced meals. Staff use mealtimes to talk to children about making healthy choices, and the benefits of a nutritious diet. Toddlers identify celery and tomatoes in their snack and are encouraged to try avocado for the first time. The setting is working with the Early Years Nutrition Partnership to ensure all meals and snacks are wholesome and enjoyable.
- Parents give positive feedback about the setting. They share how staff are warm, friendly and caring towards their children. Parents feel involved in their children's learning and development at the setting, but would like further information on how they can continue the learning at home.
- Leaders and managers evaluate the practice within the setting well. They hold regular supervision meetings with staff to discuss the effectiveness of their teaching. Areas for development are supported with a robust training programme. The manager positively promotes staff well-being. She recognises opportunities to speak with staff and ensure they are feeling well and happy in their role. As a result, staff feel valued and supported to do their job.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are effective systems in place to keep children safe. The robust safeguarding policy is understood by all staff. They are aware of signs that may cause them to be concerned about a child's welfare and know how to report this. The manager ensures safeguarding and child protection are discussed at all team meetings and staff supervisions. All staff complete annual refresher training which provides them with the most up-to-date knowledge and understanding.

## **What does the setting need to do to improve?**

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

- make use of staff supervision arrangements to support staff to provide more individual challenges within group activities.
- strengthen the working partnership with parents in order to support them with opportunities to extend their children's learning outside of the nursery setting.

## Setting details

<b>Unique reference number</b>	EY469987
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10197501
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Jancett Childcare & JACE Training Limited
<b>Registered person unique reference number</b>	RP900822
<b>Telephone number</b>	02086694898
<b>Date of previous inspection</b>	9 April 2018

## Information about this early years setting

Jancett Childcare, Holmwood Gardens, Wallington registered in 2014, and is located in Wallington, Sutton. The nursery is privately owned by Jancett Childcare and JACE Training Ltd. It is open from 7.30am to 6.30pm, all year round, except for bank holidays and a week during the Christmas holidays. The nursery offers a breakfast club, after-school club and a holiday play scheme service. It employs 20 members of staff, including the manager. Staff hold relevant early years qualifications from level 2 to level 5. Of these, 11 staff hold qualifications at level 3 or above. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Danny Lydon  
Denys Rasmussen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together.
- Parents spoke to the inspectors and shared their views.
- The inspectors observed staff and children in their activities, and spoke with staff about their practice.
- Children spoke to the inspectors about their experience at the setting.
- The manager and the inspectors completed a joint observation together.

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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