

Inspection of Jancett Childcare, Stanley Park Road, Wallington

16 Stanley Park Road, Wallington, Surrey SM6 0EU

Inspection date: 15 July 2021

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

The setting has a warm and inclusive atmosphere. Staff are welcoming and friendly, resulting in babies and young children feeling safe and happy. Children enjoy plenty of cuddles and reassurance from staff. This has a positive impact on children's emotional well-being. From a very early age, children learn to share toys and take turns. They receive clear sets of rules and boundaries, which help them to behave well. There are high expectations for children to use 'please' and 'thank you' at appropriate times, teaching them good manners.

Children gain a range of skills that they need for their education. For example, they learn to use number words during play, supporting the development of their early mathematical skills. The various sensory activities stimulate children's imagination and curiosity successfully. Children show good levels of enjoyment as they explore different materials and textures, such as shredded paper and cornflour. They delight in burying and finding toy animals in soil, sand and water. Children develop their social skills as they play alongside their peers. They are beginning to manage age-appropriate tasks, such as feeding themselves at meal times. This increases children's levels of independence and self-care skills. Babies and young children make good progress in their learning from their various starting points.

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

- The manager is motivated and enthusiastic to strive for high standards. She evaluates the setting regularly to identify its strengths and areas for development. The changes that have been made to the organisation of the playrooms enable children to explore the resources more safely and freely.
- Staff make effective use of the information gained from observations and assessments to help them plan age-appropriate activities. For example, recent activities enable babies and young children to practise familiar refrains from their favourite storybooks. Children smile and clap their hands together to show their delight in the experiences.
- Children enjoy playing outdoors. However, some staff do not implement the curriculum for physical development outdoors, as well as that for the indoors. This does not fully challenge and extend children's physical skills.
- Parents praise how well staff look after their children. They find staff caring and approachable. However, the arrangements for sharing information with some parents is not as effective as it could be. This does not keep all parents informed about every aspect of their children's care and learning.
- The support for children's language and early literacy is a particular strength at this setting. For example, staff make effective use of opportunities to engage children in age-appropriate conversations. When they read stories, the use of various pitches and tones in their voices successfully sustains children's interest.

This encourages children to develop a love of reading.

- Staff build close relationships with all children. They give children lots of praise and encouragement, which successfully aids their self-confidence. Children are well motivated to play and foster positive attitudes to learning.
- The deployment of staff is effective. This enables staff to support children accordingly, giving them plenty of opportunities to model positive behaviours for the benefit of all children.
- Staff follow well-organised hygiene routines to minimise the risk of cross-contamination. One example of this includes regular hand-washing before children handle food at meal times. This contributes to children's good health and well-being.
- Staff are skilful at incorporating numbers during play, supporting children's counting skills well. For example, they use numbers as children play with toy bricks and explore musical instruments.
- Staff are good at managing changes in the routine. For instance, they give children plenty of warning to make them aware of what is going to happen next. This enables children to finish what they are doing and end their play for themselves.
- Staff say they receive good levels of supervision and coaching from the manager. They benefit well from ongoing professional development that helps to develop their teaching practice. For example, following training, staff reviewed their interactions with children, which have had a positive impact on children's behaviour.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive up-to-date safeguarding training. They have a strong knowledge of the potential risks that children and their families may face, including how to report concerns to relevant authorities. There are effective procedures to check staff's suitability to work with children. The manager ensures staff receive a thorough induction training to help them to understand their roles and responsibilities. All staff are trained in paediatric first aid, providing parents with the reassurance that practitioners know how to deal with accidents or injury in the setting. The supervision of children is good, enabling them to play safely.

What does the setting need to do to improve?

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

- reflect on how staff implement the curriculum for physical development to better support children who prefer to learn outdoors
- explore different ways of sharing information with all parents to ensure they are fully informed about every aspect of their children's care and learning.

Setting details

Unique reference number	2515663
Local authority	Sutton
Inspection number	10191840
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 2
Total number of places	31
Number of children on roll	27
Name of registered person	Jancett Childcare & JACE Training Limited
Registered person unique reference number	RP900822
Telephone number	02086691725
Date of previous inspection	Not applicable

Information about this early years setting

Jancett Childcare, Stanley Park Road, Wallington, registered in 2019. The nursery employs 11 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 4, four members staff hold a qualification at level 3, and two staff members hold a qualification at level 2. The nursery is open from Monday to Friday, 7.30am until 6.30pm, all year round.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager across all areas of the nursery, inside and outside, to understand how the setting and curriculum are organised.
- The manager and inspector completed two joint observations. Together, they evaluated the impact of the activities on children's learning and development.
- Parents shared their views on the setting with the inspector.
- The inspector held a meeting with the management team to discuss how they organise the setting. She scrutinised a range of relevant documentation, including training and first-aid certificates, evidence of the suitability of staff and safeguarding policies.
- The inspector tracked the experiences of three children, and discussed their progress with staff. She interacted with children at appropriate times during the inspection.

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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