

Inspection of Jacqueline's Gems @ The Brent

The Brent Primary School, London Road, Stone, Dartford, Kent DA2 6BA

Inspection date: 20 August 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy the time they spend in the setting. They are happy, safe and settled in the welcoming environment. Children benefit from a wide range of activities, including participation in off-site visits, such as mini golf. Children are fascinated as they watch thick, liquid paint mix, change colour and swirl when they move the paper backwards and forwards. Inside, children choose their favourite cars. They voluntarily take turns to race them across the floor to see which one travels the furthest. Others use the different construction toys to see who can make the tallest tower.

Relationships within the club are positive. Children say it is like a big, happy family and they are all kind and helpful to each other. Older children are sensitive and caring towards the younger ones. For instance, they sit and read books together. Behaviour is good and children are respectful to the adults in charge. For example, when noise levels rise too much, children immediately respond by speaking more quietly when asked to use 'inside voices'.

Leaders hold regular meetings with staff to discuss their practice and training needs. Staff say they are well supported in pursuing additional qualifications to help to improve their knowledge and skills. They value the opportunities they have to widen their experience across the different settings owned by the company.

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

- Children understand and follow established routines. For example, they begin to put away activities when the 'tidy up song' is played. They know to wash their hands before eating. Mealtimes are sociable. Children sit and chat about their day. They discuss the recent generosity of the tooth fairy and the quality of food made by their parents.
- Parents say their children enjoy their time at the club and are disappointed when they cannot attend. They are confident their children are safe and well cared for. However, parents would like more specific information about the kind of day their children have had.
- A healthy diet is provided for children who do not bring a packed lunch. At times, children are not given opportunities to develop independence, such as cutting up their own fruit or serving themselves at mealtimes.
- Staff use children's interests to plan suitable activities. For example, children talk about the seaside and it was decided to have a beach-themed day. Children have a wonderful time exploring the feel and texture of the sand as they create sandcastles and other structures. Staff support their use of language effectively. For example, they encourage children to make 'bigger' or 'smaller' castles.

Others sit under the parasol, 'so we don't burn,' demonstrating an understanding of how to keep safe.

- Staff have high expectations of behaviour and are positive role models for children. Children and staff clearly enjoy each other's company. For example, a member of staff was the patient at the 'doctor's surgery'. The 'doctor' checked her heart with the stethoscope and gave her an injection. Children laugh and smile with pleasure as they dance to well known songs and action rhymes with the adults.
- Children show high levels of concentration. For instance, they persevere and use their observational skills to match colours and shapes together to complete a jigsaw. Others use coloured pegs to create their names and those of their friends.
- Outside, children enjoy the many activities on offer. Resources are suited to the different ages and abilities of the children. For instance, there are bikes and scooters of different sizes and complexity. Children negotiate space skilfully, avoiding any crashes.
- Children are challenged to improve their kicking skills. A tarpaulin with holes cut into it covers the goal. They try to score by putting the ball through the holes. Others count how many ball bounces they can do. Staff help to develop and extend children's skills, such as encouraging them to use the other hand for bouncing.
- Leaders are reflective about their practice and are keen to make improvements to the setting, such as how they gather children's views. There are regular discussions and information sharing between the club and the host school. This helps to support a consistency of care.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of the signs and symptoms of abuse, including those of radicalisation. They know what to do and the agencies to inform, if they have any concerns about a child's safety or welfare. The manager implements robust recruitment procedures to ensure that staff are suitable to work with children. If staff have worries about the conduct of a colleague, including the manager, they know the steps to follow to report their concerns. Appropriate risk assessments are in place to help to keep children safe on the premises or when engaged in off-site activities.

Setting details

Unique reference number	2508216
Local authority	Kent
Inspection number	10194469
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	5 to 11
Total number of places	65
Number of children on roll	35
Name of registered person	Jacqueline's Gems Childcare Services Ltd
Registered person unique reference number	RP906451
Telephone number	01322 351594
Date of previous inspection	Not applicable

Information about this early years setting

Jacqueline's Gems @ The Brent primary school in Dartford, Kent registered in 2018. They provide before- and after-school care from 7am to 9am and from 3pm to 6pm each day during term time. During school holidays, they provide a holiday club from 7am to 6pm. There are six members of staff, of whom five have appropriate qualifications in child care at level 2 or above.

Information about this inspection

Inspector

Jill Thewlis

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 her evaluation of the provider.
- The manager took the inspector on a tour of the premises. The range of activities, in relation to the age and ability of the children, were discussed.
- At appropriate times, the inspector spoke to parents, children and members of staff. Their views were taken into consideration.
- The inspector held meetings with the registered individual and the manager to discuss safeguarding, suitability and record keeping.
- Interactions between children and staff, both inside and out, were observed at different times of the day.

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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