

# Inspection of Jubilee Childcare (Pre-School) Ltd

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

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Inspection date: 19 October 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 arrive each day, excited for the experiences and adventures ahead, and they are greeted warmly by the staff team who keep them safe. Children are learning to recognise their own names using the self-registration system. They display their confidence and independence by self-selecting activities to take part in. They experience different textures as they mix spooky potions in hollowed-out pumpkins with coloured water, cobwebs and pumpkin seeds. When exploring outside, children gaze up at the swaying branches of trees, as leaves fall in the breeze, and use vocabulary they have learned from staff about the seasonal changes. Children familiar with the pre-school demonstrate their confidence and physical abilities when negotiating obstacle courses and jumping into deep muddy puddles. Newer children watch their friends with curiosity. Staff have high expectations of children and with gentle encouragement, they get them to join in. Children rapidly become more confident and skilled in traversing rope bridges and balance beams. Children are resilient and manage their emotions well. Even if they take a tumble, they get up without a fuss and carry on with their play. Children learn to be considerate of the environment, by suggesting they use lunchtime food waste to feed the pigs.

Due to the impact of COVID-19, the staff are providing children with even greater support for their personal, social and emotional development.

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

- The pre-school leadership team is particularly adept at getting to know children and their families before starting at the setting. They are skilled at quickly identifying what children need in order to help them settle when they first start. Parents comment positively about the effective communication between the pre-school and home. Parents are united in their praise for the progress their children make at the setting, particularly in their physical development, communication, and confidence. The trusting relationships the staff build with parents is integral to the positive outcomes for all children.
- Children have a secure insight into their own emotions. They are able to express how they feel to staff by referencing colours associated with certain emotions. This is something they have learned from a favourite book. Due to the success of this approach, parents make use of this strategy at home. As children now have a means to verbalise the feelings they are experiencing, their sometimes challenging behaviours are now greatly improving.
- Staff subtly reinforce the importance of good friendships through the selection of stories they read to the children. Staff also consistently model considerate behaviour and use good manners with the children. In turn, the children rarely have disagreements and enjoy their time with each other, replicating the

behaviours of the staff.

- Staff use rich and varied vocabulary with the children through general conversation and interactions. They introduce new words and explain them in context. The impact of this is constantly heard in the refreshingly fluent conversations children have with their friends and staff. For example, staff point out an alpaca camouflaged against the trees. They explain what this new word means, and the children are later heard using the term 'camouflaged' in context.
- The pre-school staff ensure that children are developing their independence and self-care skills. For example, children help to clear the table after lunch and volunteer to help wash the plates and cups. They also make good attempts to put on their wetsuits and wellington boots.
- Children develop a vast array of skills in their time at the pre-school, which helps to prepare them well for their eventual move to school. However, leaders acknowledge that they could improve on this further, by acting on feedback from the local schools and preparing children for more focused formalised learning in their final weeks in the pre-school.
- Staff provide children with a broad and varied curriculum. They naturally weave through a focus on mathematics. For example, children learn to count physical objects during play, and begin to understand the concept of more and less. Children experiment with scales as they find out which items are heavier or lighter. Children place pumpkins in size order and, with a little support from staff, correctly identify numerals.
- The manager has strengthened the arrangements for staff supervision meetings. These happen regularly and provide staff with ongoing feedback on how to continue to strengthen the already good quality of teaching children receive. This is proving effective at helping children to reach their potential.

## Safeguarding

The arrangements for safeguarding are effective.

Staff help children learn how to keep themselves safe in nature, be that walking in pairs in the woodland environment, or listening to the rushing flow of the river to know if it is safe to play in the shallows. Staff ensure children are always well supervised, which contributes to their safety. Staff and leaders have a secure understanding of potential indicators of abuse. They are alert to changes in children's demeanour and changes in family circumstances which may give rise to increased vulnerability. Information on where and how to report concerns for children's welfare remains readily available in the setting. All staff know the procedure to follow if an allegation is made and understand what constitutes an allegation.

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

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

- enhance the existing transitional arrangements to help children to be even better prepared for the move to the next stage in their education.

## Setting details

<b>Unique reference number</b>	EY547366
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10204316
<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>	2 to 4
<b>Total number of places</b>	10
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Jubilee Childcare (Pre-School) Ltd
<b>Registered person unique reference number</b>	RP533813
<b>Telephone number</b>	07910173684 or 07904164945
<b>Date of previous inspection</b>	5 December 2019

## Information about this early years setting

Jubilee Childcare (Pre-School) Ltd registered in 2017 and is located in Marple, Stockport. The pre-school currently employs four members of staff. Of these, the manager holds a relevant childcare qualification at level 4, one staff member holds a qualification at level 3, one holds a qualification at level 2 and one is 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

Richard Sutcliffe

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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 observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the provider, staff, and children at appropriate times throughout the inspection.
- The provider completed, and discussed, joint observations with the inspector.
- The inspector took account of the views of parents from verbal feedback.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

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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