

# Inspection of Jesters Childcare Beaulieu

Armistice Avenue, Beaulieu, Chelmsford, Essex CM1 6DT

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Inspection date: 2 December 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Parents and children are warmly greeted by the friendly and professional staff. Children arrive happy and quickly engage in their chosen activity within the stimulating learning environment both indoors and outdoors. Babies are confident and curious. They are fascinated by the movement of coloured lights suspended from the ceiling. Staff are highly responsive to their immediate interests. They introduce babies to counting the lights, naming the colours and extend their inquisitiveness by changing the colour of the lights. This sustains their concentration for a significant period of time and babies begin to correctly name the colour of each light.

Younger children pretend to write a shopping list and are eager to talk about the food that they like to eat. They use their senses to explore a wealth of natural materials, such as leaves and wooden curtain rings. Children develop good control and coordination as they thread the curtain rings onto a short wooden pole. Older children persevere to solve problems for themselves. They work out how to join large, shaped pieces of construction parts together to create complex structures. Children are eager to express their creativity. They use dough, sticks and wool to make their own interpretation of the main character from the 'book of the month'.

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

- Staff know the children that they care for well. They take full consideration of children's interests, past and current experiences to provide a sequenced curriculum. Staff identify any gaps in children's learning and plan activities to swiftly close them.
- Staff place a strong emphasis on promoting children's language skills. For example, they sing familiar songs and nursery rhymes to babies. This motivates babies to babble and begin to copy sounds. Staff consistently respond. This helps babies to learn the pattern of conversation. Staff's use of questioning encourages younger children to respond and practise the new words they learn. Older children use complex sentences to explain how they made a 'stick man'.
- Children benefit from the priority staff place on meeting their emotional needs. The flexible key-person system enables children to form natural bonds with staff. This has a positive impact in helping children to swiftly settle and feel safe and secure. Babies enjoy cuddles with their key person and confidently play peek-a-boo with visitors.
- Staff help babies to develop their core muscles in readiness for walking. All children engage in a good range of activities to build on their physical skills. They enjoy healthy foods and spend quality time outdoors in the fresh air. Children learn to take manageable risks. They use wooden planks and crates to build structures that they carefully balance along.

- Children behave well and show from an early age that they understand the boundaries in place. Babies share musical instruments and older children build friendly relationships. Staff successfully support children to regulate their own behaviour and help them to explore their feelings about new experiences in their life.
- Staff work in partnership with parents to support children who speak English as an additional language and those with special educational needs and/or disabilities. This helps to ensure that all children make good progress. Parents are complimentary of the service the setting provides; they describe the staff as 'fantastic'.
- Children show that they understand routines. They gather on the carpet for group time, where staff use good intonation in their voice to read the 'book of the month' and encourage children to join in with the words and actions to songs. However, staff do not adapt their teaching to maintain children's listening and attention during group activities. As a result, some children eventually leave the group.
- The management team is ambitious. The team is highly reflective of the service it offers and fully considers the views of staff, children and parents. Plans are in place to join an accreditation scheme. The management team provides staff with opportunities to complete training. However, supervision meetings and observations of staff practice do not precisely identify and support staff to continue to develop their practice to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a good awareness of the signs and symptoms of abuse, including any concerns associated with female genital mutilation or extreme views and beliefs. They understand the setting's procedures to follow should they have any concerns about children's welfare or adults associated with the children's care. Robust recruitment procedures and regular checks of ongoing suitability ensure that all staff are suitable to work with children. A culture of embedded risk assessments ensures children play in a safe and secure environment.

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

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

- adapt teaching within group activities to consistently support children's listening and attention skills
- strengthen the quality of supervisions to sharply focus on raising the quality of practice to the highest level.

## Setting details

<b>Unique reference number</b>	2500670
<b>Local authority</b>	Essex
<b>Inspection number</b>	10079750
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	56
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Jesters Kids Clubs & Nursery School CIC
<b>Registered person unique reference number</b>	RP908944
<b>Telephone number</b>	01245 943333
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jesters Childcare Beaulieu registered in 2018. The setting is open from 7.30am until 6.30pm all year round, with the exception of a week's closure during the Christmas period. There are 21 staff members who work directly with the children; of these, one holds early years professional status and 12 hold relevant childcare qualifications at level 3 or above. The setting provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Pike

## 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 manager and has taken that into account in their evaluation of the setting.
- The inspector and the management team completed a 'learning walk' across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the curriculum and well-being manager. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- Children interacted with the inspector. The inspector held a number of discussions with staff at appropriate times during the inspection.
- The inspector held a meeting with the head of childcare, the curriculum and well-being manager and the operations manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day and discussed with the members of the management team how they reflect on the service they provide.

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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