

Inspection of Jays Day Nursery

The Jays Day Care Nursery, Moorhaven, IVYBRIDGE, Devon PL21 0TZ

Inspection date: 11 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 feel happy and secure at the setting. Children thrive from close attachments with kind staff. Younger children delight in a sensory experience with oats. They walk bare feet among them, sprinkle the oats from above their heads, and practise using small spoons by scooping up the oats. This helps to prepare children to feed themselves with cutlery and to develop their small-muscle skills. Staff ask children to blow the oats off the spoon and this makes them giggle and smile. Children are soothed as staff sing 'mix and stir, and mix and stir, and put some in the pot'. Children confidently explore the different textures and babble along to the tune.

All children love to read books and listen to stories. Toddlers seek out staff to get cosy on a sofa and ask to have stories read to them. Older children look for the book they enjoyed the day before and act out what happened in the story with their friends. They use a cardboard box and a colander and talk about where they could go on an adventure around the world. This supports children's communication and language skills. Children repeat well-known phrases from the book and expand their knowledge of the world as they discuss different countries and where they are located.

Parents speak highly of the setting. They feel informed of their children's progress by staff and enjoy looking at the online digital application for regular updates. Parents comment on how this communication helps their children to make progress at home.

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

- Children engage in a balanced and sequenced curriculum. Staff know what they want children to learn and use children's interests to teach them new skills. For example, staff present children who have a fascination with their toes and feet with a range of different-size socks to take on and off. This helps children to develop their physical skills and inspires them to persist with the task and problem-solve.
- Children really enjoy being imaginative in their play. They busy themselves in the role-play kitchen and make 'dinner' for each other. Children put on oven gloves so they do not 'burn' their hands. They talk about the amount of time it takes to cook the dinner, and how long three minutes is and how much time is remaining. This strengthens their understanding of numbers and time.
- Children match how they are feeling to a colour when reading the storybook 'The Colour Monster'. Children further express how they are feeling by putting their thumbs up or down. This helps children to become better communicators. Staff support children to be kind and respectful to one another. However, staff

organisation can be improved. Staff are not always deployed effectively to support children in their play, which reduces potential learning moments.

- Children learn how to handle tools safely and effectively. They use graters to grate carrots for a snack and relate this skill to when they whittle wood sticks during forest-school activities. Children confidently engage when they are given responsibility, but are not consistently given opportunities to be independent. For example, children do not routinely pour their own drinks or lay or clear their lunch dishes.
- Children learn new vocabulary, for example, when they remember that they ate carrots for lunch. Children describe the grated carrots as 'crunchy' and the lunchtime carrots as 'soft' because they were cooked and not 'raw'. Children comment that 'carrots can help you see in the dark' and staff add to this learning by talking about vitamin A in the carrots.
- All children make progress at the setting. Children with special educational needs and/or disabilities are supported effectively through collaborative working between staff, parents and other professionals. All children participate in visits around the grounds of the setting, and this makes children feel valued and included.
- The management team has passionate leaders who share a clear vision for the setting. Staff feel supported in adopting a new learning and development method of planning. Staff welcome the reduction in paperwork, which gives them more time with the children. Links with local providers create a support network for the setting and, as such, staff have high levels of well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to changes in children's behaviour and all types of abuse. Staff are confident in reporting concerns to the manager and external agencies. Staff know where to find additional sources of information in the setting and this means that they can take swift action to protect children. Staff access regular safeguarding training to keep their knowledge up to date and this is shared at staff meetings. The majority of staff have a current paediatric first-aid certificate, which allows them to deal with minor injuries or incidents effectively. Leaders risk assess all areas of the setting. This helps to provide a safe learning environment for the children.

What does the setting need to do to improve?

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

- deploy staff effectively to maximise children's learning opportunities
- plan and organise ways for children to be more independent.

Setting details

Unique reference number	106144
Local authority	Devon
Inspection number	10215878
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	47
Number of children on roll	77
Name of registered person	Aldridge, Jacqueline
Registered person unique reference number	RP902967
Telephone number	01752 894437
Date of previous inspection	8 December 2016

Information about this early years setting

Jays Day Nursery operates from Moorhaven Village in Ivybridge, Devon. The nursery registered in 1995. It is open Monday to Friday from 8am to 6pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There are 17 members of staff working directly with the children, of whom 11 hold appropriate level 3 early years qualifications. Three members of staff are working towards early years qualifications. The manager holds a qualification at degree level, and two members of staff have early years teacher status.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation on a storybook activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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