

Inspection of Nanny Jenny's Preschool

Great Clacton Community Centre, 16-26 Valley Road, CLACTON-ON-SEA, Essex
CO15 4AR

Inspection date: 11 July 2022

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| 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 arrive happy at the setting, and they are greeted by familiar staff members. They settle quickly and make choices about where they would like to play. Children form warm, secure and trusting relationships. They are confident and thoroughly enjoy their time together with adults and peers.

The team has created a rich and inviting environment, both inside and outside, which provides familiar learning space for the youngest children, and appropriate challenge for the most able children. The children can easily select the toys they want to use from low-level shelves. Children move confidently between play areas. Staff know the children very well and understand their individual interests and learning styles. They are curious and excited to explore the resources, and they show good levels of engagement. For example, children use the scissors to cut herbs to add to their potions.

The manager regularly reviews the quality of the curriculum she provides. Through her reflective practice, she has made worthwhile improvements. For instance, she has created a nature area where children can grow fruit and vegetables which they harvest and eat.

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

- The manager and staff are committed to providing the best possible care and education for children. They plan a broad and exciting curriculum that supports children effectively to make good progress from their starting points and develop the skills they need for future learning.
- Staff's recent professional development opportunities, such as speech and language training, have increased opportunities for children to deepen their understanding of the world around them. For example, children now have access to factual books in play spaces around all areas of the room to support their interests.
- Staff use positive praise to build children's self-esteem and help children as they learn how to deal with minor conflicts. However, on occasion, staff give solutions rather than allowing children the time to consider how they may approach a situation to get a positive outcome.
- Children thoroughly enjoy their time in the outdoor environment, engaging in a variety of activities to promote a range of skills, including their physical, imagination and communication skills. Staff use appropriate language to support children's learning further. For example, children learn about volume as they use scoops to fill different-sized containers with beads.
- Children's good health is promoted. Staff support children during toilet training. Children help themselves to healthy snacks and drinks. Children have ample

opportunities each day to play outside in the fresh air. Staff work in partnership with parents to promote a culture of well-being.

- Overall, staff support children's emerging communication and language skills well. Staff continuously introduce new vocabulary as children play, and they use repetition to reinforce children's understanding. However, on occasion, staff do not consistently use skilful questioning techniques. Sometimes, staff ask too many questions and do not always give children sufficient time to think and respond.
- Parents appreciate the care and time taken by staff to provide feedback using a range of methods, both verbally and online. Parents are encouraged to be involved, for instance, through questionnaires, parent meetings and home-learning opportunities.
- Staff provide engaging opportunities for children to practise their mark making and develop early writing skills. Children comfortably access a range of mark-making tools in many different ways, for example, by writing a shopping list in the mud kitchen area or using a whiteboard to make their lunchtime meal choice.
- The experienced manager is a good role model. She ensures that all staff are actively involved in the development of the setting, and together they agree on the focus areas to be worked on. Staff meet daily to share ideas and reflect on practice. They have clear areas of responsibility and attend additional training. They comment that they feel they can go to the manager for support.
- Children who receive additional funding are well supported. Staff know the children well and use the funds to extend children's learning opportunities. For example, a nature area has been created to provide children with opportunities to observe wildlife that now lives in the garden.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibilities to keep children safe. Staff are appropriately trained in child protection procedures and paediatric first aid. They have a secure knowledge of wider safeguarding issues and know the procedures to follow should they have any safeguarding concerns. The manager and staff make the most of links with other agencies to ensure they know about local safeguarding issues and attend additional training, such as county lines. The premises are safe and secure. Effective staff deployment means that all children are well supervised and cared for.

What does the setting need to do to improve?

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

- strengthen staff's skills in supporting children to problem-solve in different

situations

- build on the already good use of questioning and allow children more time to process their own thoughts and ideas.

Setting details

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| Unique reference number | EY399413 |
| Local authority | Essex |
| Inspection number | 10074321 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 20 |
| Number of children on roll | 28 |
| Name of registered person | Buchanan, Jennifer Ann |
| Registered person unique reference number | RP514923 |
| Telephone number | 01255 431821 |
| Date of previous inspection | 19 May 2016 |

Information about this early years setting

Nanny Jenny's Preschool registered in 2009 and is privately run and managed. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am to 3pm. A breakfast club operates from 8.30am, when there is demand. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Weston

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 provider.
- The inspector carried out a learning walk with the manager to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector and the manager completed a joint observation.
- Discussions were held throughout the inspection with the manager, staff and children.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The views of a number of parents were taken into consideration by engaging in discussions with them.

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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