

# Inspection of Jacqueline's Gems @ Erith Park

18 Adamson Court Dell View Road, Erith, Bexley DA8 3FG

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Inspection date: 25 August 2022

<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**

Staff provide welcoming atmosphere where they greet children warmly at the door. Children often seek out staff for comfort and reassurance. They are happy and confident in the well-organised and stimulating environment. Children learn through their chosen play, and staff follow this to guide their experiences. Children are passionate to learn. For example, they take great delight in listening intently to stories that are familiar to them with staff.

Staff have high expectations of children. Children demonstrate good behaviour and attitudes towards each other. For example, they share resources and encourage their friend to try again. Children's interests are well catered for to enhance learning and build on what they know. For example, children draw treasure maps, and staff extend this activity by organising treasure hunts. They also use cardboard tubes and engage in imaginative play to gather treasure for another activity.

Children show confidence in problem-solving and overcoming challenges when faced with them. For example, they persevere when they try to catch toy fish in a net. Children show good resilience, especially outdoors. If they fall over, another child will help them up and they try again. Children are confident in asking questions and taking the lead in their own play, using extensive vocabulary.

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

- Staff establish strong links with the local community. They broaden children's experiences through various activities, including litter picking, visits to the library and trips to the nature reserve. Children speak enthusiastically about the bird feeders they have made and hung in the nature reserve.
- Children's communication and language development is a strong focus. Children listen intently to familiar stories and repeat the words and sounds they hear. Staff lead by example and introduce new words to enhance children's vocabulary. They also use visual aids and signs to support children's understanding and learning.
- Staff understand what children already know and what they need to learn next. Children make good developmental progress, which prepares them well for the next stage in their learning. However, staff are not always aware of the intent of learning outcomes for children in activities, which does not provide consistency at all times.
- Staff understand children's care needs and gather information about each child from the beginning. Staff have an inclusive approach and children show good levels of independence. However, staff do not always support children's dignity during care routines. This does not consistently help children to learn about respect for privacy.

- Staff develop strong partnerships with parents through good communication. For example, staff regularly share individual diaries and provide feedback at collection and arrival times. This supports consistency in children's care and learning.
- Parents give positive feedback and confirm that staff provide a warm and welcoming environment. They feel supported and say that communication is always clear and respectful. There is a strong key-person approach that is well established, and staff hold regular meetings with parents.
- Leadership and management are strong. The manager monitors and reviews staff's professional development. This helps to ensure that they have up-to-date knowledge and focuses on areas of improvement. The manager offers good support alongside regular individual meetings and caters for staff's well-being through a variety of activities.
- Children's behaviour is consistent. They demonstrate good listening skills and share well with their peers. Children show care and concern for others and respond well to regular praise from staff. For example, when another child becomes upset, they offer them toys to make them feel better. Children often show affection to one another. Staff are good role models and give clear expectations to children.
- Children are able to select appropriate clothing. For example, they put on waterproof clothing when accessing the garden in the rain. Staff encourage access to and actively engage in the outdoor environment. This is made available to children all day and is accessed in all weathers. Children are passionate in learning outdoors.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has a good understanding of safeguarding children. All staff are trained and their knowledge is regularly updated through frequent meetings and quizzes. Staff demonstrate good knowledge of child protection and the procedures they should follow if they have a concern. The manager supports families well and regularly shares information with them on topics such as radicalisation and internet safety. Staff carry out robust risk assessments in the nursery and when off site.

## **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 awareness of the importance of respecting children's dignity during personal care routines
- enhance staff's knowledge of the intended outcomes for activities, to provide consistency in children's learning.

## Setting details

<b>Unique reference number</b>	2579100
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10239453
<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>	0 to 5
<b>Total number of places</b>	55
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Jacqueline's Gems Childcare Services Ltd
<b>Registered person unique reference number</b>	RP906451
<b>Telephone number</b>	01322 351594
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jacqueline's Gems @ Erith Park registered in February 2020. It operates from a purpose-built building in Erith, Bexley. The nursery is open from Monday to Friday all year round. Sessions are from 7am to 6.30pm. The nursery employs seven members of staff. Of these, five hold early years qualifications above level 2. The nursery has links with several before- and after-school clubs in the local area. The nursery provides funded early education for two-, three- and four-year-old children

## Information about this inspection

### Inspector

James Sutton

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the 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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