

Inspection of Jack & Jill's Childcare Radford

Stokingway Close, Plymstock, Plymouth PL9 9JL

Inspection date: 14 November 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 enjoy their time at the setting and feel safe in the staff's care. They arrive confidently and some forget to say goodbye to their parents at the door in their eagerness to greet their friends and see what activities staff have set out for them. On occasions when children arrive feeling upset, staff use what they know about the children and their interests to settle them in quickly. Children form strong attachments with the friendly staff team. They cuddle in close to staff as they listen to a story and ask to sit on their lap.

Children benefit from a broad curriculum that helps them develop their skills and knowledge in good preparation for later learning, including at school. They are keen to get involved when staff read to them, joining in with the actions and calling out the refrains. Children build their muscle strength, balance and coordination when moving around the garden in different ways. For example, they learn to propel themselves on scooters and ride-on toys. Children persevere at difficult tasks, such as following staff's instructions to use tweezers to pick up small items. Children are learning to share and take turns. Staff encourage them to say, 'Next please,' to request their turn with a toy when their friends have finished with it.

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

- Leaders and staff provide children with stimulating and enjoyable learning experiences to capture their interests and promote their curiosity. For example, children explore different textures with their hands and describe them, and with support from staff, they recall how these items link with a favourite story. However, at times, leaders and staff do not target children's learning needs as precisely as they could to extend their learning further.
- The key-person system is effective. Staff are kind and caring and know the children well. They provide good support for children's personal and emotional development, particularly for those whose family members are deployed in the military. Staff accurately assess what children know and can do and identify appropriate next steps in learning. They use this information to help them identify how to support children to make good progress.
- Staff provide good support for children's communication and language, overall. They narrate what children do and teach them new words, such as 'pine cone' and 'beach'. Staff use a wide range of communication methods, such as sign language and pictures, to help children who have delayed speech. Although staff model language well for children, they do not always encourage children to talk, to help them express their thoughts and ideas.
- The special educational needs coordinator (SENCo) works well in partnership with parents, other agencies and staff to close any gaps in children's development. Staff identify any development concerns promptly and work with

the SENCo to put plans in place to provide additional and consistent support for children where required.

- Staff comment very positively on their relationships with the leadership team. They meet regularly to discuss the running of the setting and any changes, such as to the policies and procedures. Monitoring of staff's practice and support and coaching are not as effective as possible to raise the standard of teaching and learning further. For example, staff miss opportunities to build children's self-confidence and skills to manage tasks for themselves.
- Staff's partnerships with parents are good and help them to meet the children's needs. Parents provide positive feedback about the setting. They state that their children enjoy attending and have very good relationships with the staff team. Parents are pleased with the progress their children make in their learning.
- Children behave well and are taught the importance of being respectful to others. They listen to and follow staff's instructions, such as finishing their games when staff warn them that they will be moving on to another activity soon. Children are kind and develop good social skills. For example, when they find a child's toy from home in the setting, they return it to their friend so it does not get lost or forgotten.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have recently made significant improvements to the safeguarding arrangements. They have reviewed their policies and procedures and provided training for staff to ensure that they understand the process to follow if there are any concerns about children's welfare. Staff know how to identify safeguarding concerns and are clear about how to record and report these, including to external agencies. Leaders have secure recruitment and vetting systems in place to check that new staff are suitable and that they understand their role and responsibilities. Staff use risk assessment effectively to keep children safe at the setting. They are well deployed and supervise children at all times.

What does the setting need to do to improve?

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

- strengthen the support and coaching for staff to enhance the quality of their practice, with particular regard to building children's confidence and skills to manage tasks for themselves
- support staff to develop the quality and consistency of their interactions with children to provide more opportunities for children to think, speak and express themselves
- develop the planning of the curriculum to target children's learning needs more precisely and consistently provide good challenge for each child.

Setting details

Unique reference number	117219
Local authority	Plymouth
Inspection number	10259772
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	1 to 3
Total number of places	24
Number of children on roll	29
Name of registered person	The Royal Naval Pre School Learning Organisation (Western Area) Committee
Registered person unique reference number	RP904044
Telephone number	01752 481152
Date of previous inspection	22 June 2017

Information about this early years setting

Jack & Jill's Childcare Radford registered in 1992. It is located in Plymstock, in Plymouth, Devon. The setting is open from 8am to 5pm each weekday, all year round. There are six members of staff, all of whom hold level 3 early years qualifications. The manager holds a relevant level 5 qualification. The setting receives funding to provide free early education for children aged two years.

Information about this inspection

Inspector

Sarah Madge

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 leaders and has taken that into account in their evaluation of the setting.
- Leaders discussed with the inspector the curriculum and what they want children to learn.
- The inspector carried out joint observations with a manager to reflect on the quality of teaching.
- The inspector held discussions with parents, carers and staff to take account of their views and knowledge of the setting.
- The inspector spoke with children to find out about their time at the setting.

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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