

# Inspection of Jancett Childcare, Newminster Road, Morden

Newminster Children Centre, Newminster Road, Morden SM4 6HJ

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Inspection date:

29 November 2022

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision requires improvement**

Children develop close bonds with staff, who are caring and approachable. They receive lots of praise and encouragement, which supports their emotional well-being effectively. Children also form positive relationships with their peers. As a result, they are happy and settle quickly. Some of the children's favourite activities include painting on the big easel, which supports their early writing skills. Other children show enjoyment as they play with toy cars, taking turns and inviting others to join them. Overall, children demonstrate appropriate behaviour for their age. However, some of them become bored and restless because their learning experiences are not consistently good.

In general, children are motivated to learn and play. However, staff's expectations for all the children are not consistently high enough. This is particularly evident during group activities when staff are too focused on completing the task in hand. This prevents children from consolidating their learning. Nevertheless, children develop strong self-care and independence skills. For example, they explore the premises freely and safely. In addition, children learn to put on their own coats for outside play and feed themselves at mealtimes. They learn some skills that are needed for the next stage of their education.

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

- Staff say they enjoy working at the nursery. They complete mandatory training, such as first aid, to ensure their knowledge of how to treat children's minor accidents or injuries is up to date. However, the manager does not yet provide staff with targeted support and coaching to ensure that the delivery of the curriculum is consistently strong. As a result, children, including those with special educational needs and/or disabilities and those who speak English as an additional language, do not make sufficient progress.
- Staff observe and assess children's learning regularly. However, they do not make good use of the information collected from observations and assessments. This prevents staff from planning suitably challenging activities for all the children, indoors and outdoors. For example, despite knowing that children enjoy playing in the woodland kitchen, staff do not offer them sufficient resources to support their play effectively. This limits children's overall learning.
- Staff show an awareness of the impact of COVID-19 on some children, such as on their language skills. They work closely with other professionals, such as with a speech and language therapist and their local authority adviser, to close the gaps in children's language development. This has had some positive impact on children's speech.
- Children follow a healthy lifestyle. They learn about the importance of regular handwashing to minimise the spread of germs and infectious diseases. Children

also spend time outside in the fresh air, supporting their physical well-being.

- Staff help children to develop their early mathematical understanding. For instance, they encourage children to have a go at counting objects to develop their knowledge of numbers.
- Staff make good use of visual props to remind children of how to behave appropriately. They teach children to share their toys and take turns.
- Overall, parents say they are happy with the service they and their children receive. They appreciate staff's efforts to make children feel safe and welcome at the nursery. Although most parents feel well informed about the progress their children make, some parents do not share the same view. This does not promote a consistent approach to children's learning and development.
- Staff encourage children to take part in various group activities. Older children listen with interest to songs and answer questions enthusiastically. However, during these times, staff do not support children sufficiently enough, particularly those who are younger and less confident. This means not all children make the most of all the learning experiences.
- The manager does not evaluate what they do well and what needs to be improved rigorously enough. Despite this, she expresses her commitment to improving the quality of education and care for the children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager follows suitable recruitment and vetting procedures to assess staff's suitability to keep children safe. She ensures that staff complete training to retain their knowledge of safeguarding matters. Staff are aware of signs and symptoms of abuse, including indicators of extreme views and behaviour. They know how to report their concerns to relevant agencies. If there are allegations made against the nursery, staff know their responsibility to respond to these accordingly. Staff complete risk assessments to ensure the areas that children access are safe and secure. They supervise children appropriately to protect their welfare.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
put in place effective arrangements for the supervision of staff and provide them with targeted support and coaching to improve the delivery of the curriculum	06/01/2023

make effective use of the information from observations and assessments to plan and provide suitably challenging activities for all children, indoors and outdoors.	06/01/2023
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**To further improve the quality of the early years provision, the provider should:**

- explore other ways of sharing information with parents to ensure they are all fully informed about their children's learning and development
- review the organisation of group activities to support all children, particularly those who are younger and less confident, so they make the most of all learning experiences
- evaluate the quality of the provision rigorously to identify and address all the weaknesses in practice.

## Setting details

<b>Unique reference number</b>	2589089
<b>Local authority</b>	Merton
<b>Inspection number</b>	10251179
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Jancett Childcare & JACE Training Limited
<b>Registered person unique reference number</b>	RP900822
<b>Telephone number</b>	02086691725
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jancett Childcare, Newminster Road, Morden registered in 2020 and is located in the London Borough of Merton. The nursery is open during term time only, each weekday, from 9am until 4pm. There are five staff members, including the manager who holds an early years qualification at level 6. The other staff members hold appropriate early years qualifications from level 2 to level 4. The nursery provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## 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 setting.
- The manager took the inspector on a learning walk and explained how staff plan and deliver the early years curriculum.
- The inspector and the manager completed joint observations of teaching activities to review the quality of education. Together, they evaluated the impact that the activities have on children's learning.
- Parents spoke with the inspector to share their views on the quality of the provision.
- The inspector talked to staff and engaged with the children at appropriate times during the inspection.
- The inspector checked the documents relating to the suitability of those working with children, such as their early years and first-aid qualifications.

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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