

Inspection of Jancett Childcare, Stanley Park Road, Wallington

18 Stanley Park Road, Wallington SM6 0EU

Inspection date: 11 May 2023

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 at the setting excited to attend. They eagerly run to staff and receive a big hug. Children who need more reassurance soon settle with staff's skilful interaction. Children's emotional well-being is nurtured well. They develop strong and affectionate bonds with staff and each other. Caring relationships are evident, and children show that they feel safe and secure.

There are high expectations for children's behaviour. Consistent messages across the setting ensure that children behave well. They learn to listen, be kind and polite, and use their indoor feet and voices. Staff skilfully reinforce their expectations through discussion and visual prompts at every appropriate opportunity. Staff take swift and gentle action to support any child who needs reminding. Children respond positively to the praise they receive. For example, staff comment on children's good sharing skills when they wait their turn to sit on the cushion.

Older children play cooperatively and problem-solve. For example, they take turns to carefully stack long wooden bricks in a row. They enthusiastically push one over and laugh with delight as they each cascade over. Younger children enjoy exploring different textures and smells. For example, they smell and feel the broccoli and potatoes in the mud. Staff follow children's lead to extend their learning when they ask to cut the vegetables. They learn how to use the knife safely, that vegetables grow in the ground, and that vegetables are healthy to eat.

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

- Leaders provide an interesting and ambitious curriculum for all children. This is realised through strong shared practice and knowing what they want children to learn. Assessment is used well to provide appropriate challenge to each child. They have high expectations for all children, including those with special educational needs and/or disabilities. Staff have established effective partnership working with parents and other professionals to ensure that all children get the support they need.
- Leaders hold regular supervision sessions with the staff, promoting their professional development. Peer-on-peer observations and regular reflections help staff to continually improve practice. Staff comment that they feel well supported and valued. The leaders recognise the importance of the well-being of the staff and have planned a well-being inset day.
- Core books are used imaginatively to support all areas of learning. Parents and children are encouraged to borrow books from the setting. This further promotes their literacy skills and love for books. Children listen to stories often. They learn to understand the core books well. This helps their recall and ability to predict.

Children learn new vocabulary, such as 'enormous' and 'caterpillar'. However, staff do not always model the correct pronunciation of letter sounds in order to aid children's later ability for reading and writing. Children's communication skills are enhanced when they learn to use sign language and hone their listening skills.

- Children have good opportunities to develop their physical skills. They thoroughly enjoy physical sessions with their coach to develop their coordination, control and movement. They learn to line up, take turns and follow instructions. They have numerous opportunities to dance, take part in action rhymes, and play in the well-resourced garden.
- Successful partnerships are formed with parents. Overall, parents are complimentary about the setting. They say that they are kept up to date with their child's learning, and praise the variety of activities on offer. Parents report that their children make good progress through effective support when a gap in learning is identified. Parents comment on the 'approachable' staff.
- There are clear routines throughout the nursery day. However, the toileting routines are not planned as effectively to promote good hygiene practice. The older children are not supported to wash their hands and younger children sit for long periods of time on the bathroom floor. Nevertheless, children are taught to follow some good hygiene routines, such as wiping their nose and putting the tissue in the bin.
- Children are offered nutritious foods at mealtimes that cater for individual dietary needs. They learn independence skills when they serve their own food and pour their own drinks. During physical exercise, children are taught to recognise when they are thirsty. They then access their water bottles to have a drink. This supports children's knowledge of how to keep healthy.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to keep children safe. Staff know what to do if they are concerned about a child's welfare. They understand the procedures to follow should an allegation be made against a staff member. They attend regular safeguarding training, and recently completed training about safe sleeping. Staff regularly conduct head counts throughout the day to check that the correct number of children are present. Children are well supervised. There are robust procedures to ensure the suitability of all staff. Children learn about their own safety when they are taught to carefully negotiate the stairs.

What does the setting need to do to improve?

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

- support staff to adapt and reshape daily toileting routines to promote appropriate learning experiences for children and good hygiene practice
- strengthen staff's knowledge of teaching letters to older children so that letter sounds are pronounced correctly and provide a solid basis for language development.

Setting details

Unique reference number	EY469988
Local authority	Sutton
Inspection number	10285231
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	2 to 4
Total number of places	53
Number of children on roll	70
Name of registered person	Jancett Childcare & JACE Training Limited
Registered person unique reference number	RP900822
Telephone number	02086477652
Date of previous inspection	18 December 2019

Information about this early years setting

Jancett Childcare, Stanley Park Road, Wallington registered in 2014. It is located in Wallington, in the London Borough of Sutton. The nursery caters for children aged from two to five years. The nursery is open weekdays from 7.30am to 6.30pm for 51 weeks of the year. It is closed on bank holidays. There are 16 staff, including the manager, of whom 11 hold appropriate early years qualifications. Of these, one staff member holds a level 4 qualification in early years, eight hold a level 3 qualification in childcare, and two hold a level 2 qualification in childcare. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Denys Rasmussen

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 setting and has taken that into account in their evaluation of the setting.
- The inspector and deputy manager carried out a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and deputy manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and qualifications.
- Staff interactions were observed by the inspector.

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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