

Inspection of Jabberwocky Childrens Nursery Ltd

2 The Tanyard, Leigh Road, STREET, Somerset BA16 0HD

Inspection date: 13 June 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children flourish in this nurturing and stimulating environment. Every child is warmly greeted on arrival by the kind and friendly staff team. This helps children to feel secure and valued from the start of every day.

Children benefit from a thoughtfully planned curriculum, which places high priority on maximising children's learning through their play. They independently explore the well-prepared environments, and staff extend learning with thoughtful interactions. This supports children of all ages to actively engage in the activities. Children approach routines and opportunities enthusiastically and concentrate for extended periods. Babies focus attentively as they explore a wide range of natural resources. Older children work together to decide where to place their bird feeders and how to attach them to the chosen tree. All children make good progress in their learning and are well prepared for their next stages of development.

Children behave well. They mirror the kindness and respect shown to them by staff in their own friendships and communications. Older children independently thank staff for helping them to cross the road. Other children announce when they are going home and say goodbye to their friends.

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

- The passionate management team has a clear vision for creating a consistently positive environment that nurtures both children and staff. Staff feel valued and work well to deliver an ambitious curriculum. Children build skills over time as part of a sequenced programme of learning. Babies begin the journey to independence as they learn to make choices and pour their own drinks from tiny jugs. Older children independently prepare their own snacks and competently use a variety of tools to support their learning.
- The manager is committed to extend the skills of all staff as part of a continual development programme. She has a clear vision for a training programme to support this. She works alongside the team to provide feedback and ideas that help staff to make changes that instantly improve children's experiences. For example, she models and supports trainees to help children to actively explore sensory materials.
- Overall, the quality of interactions is good. Staff use clear instructions and demonstrations to teach children new skills and knowledge. For example, they show children how to use knives effectively in the forest school. Children listen carefully and successfully imitate techniques they have learned. However, occasionally, staff do not fully support some children's learning experiences. For example, they miss chances to encourage some children to become fully involved, which limits their learning experience.

- All children benefit from many opportunities to explore the local community. Children grow their own fruits and vegetables and care for a variety of animals. This helps all children develop their knowledge of the world around them.
- Staff teach children about the importance of looking after their bodies. For example, they encourage children to carry their own water bottle and take regular drinks during daily walks to the forest school. Children demonstrate increasing levels of physical skill as they partake in the abundance of challenging experiences on offer. Older children confidently climb trees using a rope ladder, while younger children run through the woodland avoiding obstacles.
- Children are confident communicators. With help from staff, they use a wide vocabulary to share their needs and ideas. Children use their friends' names and ask for what they want as they learn to share and take turns. They concentrate well on their chosen activities and show increasing levels of perseverance. Staff use precise instructions, such as 'stretch your arms' and 'stand on your toes' to help very young children to keep trying until they successfully reach tools in the mud kitchen. These children beam with pride at their own achievement.
- Leaders and staff establish partnerships with other settings and parents. They maintain regular information-sharing with parents about children's care needs, such as any accidents that have occurred, and to support children's move to school. However, not all communication with parents is consistent, such as in helping them to fully understand the nursery curriculum and their child's next steps for learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are clear about their responsibility to keep children safe. Staff have a secure knowledge of the correct procedures to follow should they have concerns for children's safety or well-being. All staff benefit from specific induction training around how to assess risks and are vigilant in their supervision of children and one another. Children successfully learn how to keep themselves safe with considered support from staff. For example, children confidently recount rules at the beginning of the forest school session, such as shouting out '1, 2, 3... where are you?' if they lose sight of an adult.

What does the setting need to do to improve?

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

- continue to strengthen staff's interactions to further engage and challenge children's learning
- extend information-sharing with parents about what children are being taught and their next steps for learning.

Setting details

Unique reference number	EY539285
Local authority	Somerset
Inspection number	10286006
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	0 to 4
Total number of places	100
Number of children on roll	222
Name of registered person	Jabberwocky Childrens Nursery Ltd
Registered person unique reference number	RP539284
Telephone number	01458446999
Date of previous inspection	27 October 2017

Information about this early years setting

Jabberwocky Childrens Nursery Ltd registered in 2016 and operates from a building on an industrial estate in Street, Somerset. The nursery employs 22 members of childcare staff. Of these, 16 hold appropriate early years qualifications from level 2 to level 6, including one with qualified teacher status. A further four members of staff are currently completing apprenticeships. The nursery opens Monday to Friday from 7.15am until 6pm for 51 weeks of the year, closing for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Beighton

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 the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 that this was having on children's learning.
- The manager and the inspector carried out a joint observation at the forest school.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023