

# Inspection of Jancett Childcare, Ross Road, Wallington

53 Ross Road, Wallington, Surrey SM6 8QP

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Inspection date: 14 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 play in a safe and happy environment. They benefit from a wealth of stimulating activities that motivate them to learn. For example, younger children experiment with crayons to practise their early writing skills. They develop their speech through singing songs and nursery rhymes. Older children learn about letters and the sounds they represent in preparation for school. All children have access to a rich and diverse range of books that introduce them to age-appropriate topics and themes. For instance, they are currently learning about the different modes of transport, such as aeroplanes. This contributes to children's understanding of the world around them.

There are high expectations for children's learning. They respond well to staff's sensitive and calm approach to managing their good behaviour. Children, particularly those who are new to the nursery, have already formed close attachments with staff. They enjoy plenty of attention and reassurance. This supports children's emotional well-being effectively. Children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), receive good levels of support. For example, children who are eligible for additional funding benefit from one-to-one assistance to help address gaps in their learning.

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

- The manager is a dedicated and passionate professional, who continues to provide children with good standards of care and education. She evaluates the quality of the provision well to make positive improvements. For example, she has introduced a sensory room to enhance the concentration span of children with SEND. The manager recognises the need to ensure that all staff use questioning more consistently when interacting with the children. This will further promote children's thinking process and problem-solving skills.
- Staff observe and assess children's learning accurately to help identify what they need to learn next. They follow an ambitious, literacy-based curriculum, from which books are introduced to children at an early age. As a result, children are developing a lifelong love of books. This is evident, for example, as they listen intently to stories being read to them.
- Staff build close partnerships with other professionals to meet children's learning needs. For example, they implement strategies from speech and language therapists to help develop and extend children's vocabulary. This successful partnership means children benefit from continuity in their learning and development.
- Children enjoy engaging in physical activities, such as football and tennis, with a specialist teacher to support their gross motor skills. They also learn how to

grow fruit and vegetables in the garden. However, there are fewer opportunities for children to manage age-appropriate risks and challenging situations in order to increase their understanding of personal safety.

- Children are developing a strong knowledge of mathematical concepts. For example, during play, they demonstrate their number skills well and use comparative words, such as 'bigger' and 'smaller', to describe what they see.
- Staff teach children about practices that promote healthy lifestyles, such as regular handwashing. They make effective use of personal protective clothing, such as at mealtimes, to promote children's good health. In addition, staff provide children with food that is appropriate to their dietary needs and preferences.
- Staff say that they enjoy working at the nursery. They receive good levels of coaching and have access to continuous professional development. For instance, following training, staff have increased their confidence in their ability to identify and refer children with additional needs. As a result, children receive the help that they need as quickly as possible.
- Staff are good at promoting children's self-esteem and confidence. For example, they praise children for their efforts and when they share or take turns. This reinforces children's positive behaviour.
- Parents are highly positive about the nursery. They find that staff involve them in their children's learning effectively, which contributes to their overall good progress. Parents praise staff's response to the COVID-19 pandemic, which has had a positive impact, particularly on their children's independence skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager follows robust recruitment and induction procedures to assess staff's suitability. She ensures that staff have a full understanding of their safeguarding roles and responsibilities. This gives staff the confidence in identifying and reporting any safeguarding issues that might arise. Staff know what to do should they have a concern about a colleague, such as if they display inappropriate behaviour or mistreat a child. They supervise children well to help keep them safe. There are procedures for identifying and removing any potential hazards to ensure that the nursery is suitable for the use of children.

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

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

- continue to support staff with the use of questioning to further promote children's thinking process and problem-solving skills
- increase opportunities outdoors to enable children to take part in risky play and challenges to promote their understanding of personal safety.

## Setting details

<b>Unique reference number</b>	EY469976
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10305204
<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 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Jancett Childcare & JACE Training Limited
<b>Registered person unique reference number</b>	RP900822
<b>Telephone number</b>	02087738142
<b>Date of previous inspection</b>	14 February 2018

## Information about this early years setting

Jancett Childcare, Ross Road, Wallington registered in 2014 and is located in the London Borough of Sutton. The nursery is open five days a week, for 51 weeks of the year, from 7.30am until 6.30pm. The nursery employs 22 staff, of whom 15 hold relevant early years qualifications. The nursery provides funded early 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 nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together and discussed the curriculum. They carried out a joint observation of an activity and evaluated the impact this has on children's learning.
- The inspector talked to staff and engaged with the children at appropriate times during the inspection.
- The inspector observed the interactions between the staff and children, inside and outside.
- Parents shared with the inspector their views on the quality of the provision, which the inspector took into account.
- The inspector reviewed relevant documents and held discussions with leaders about nursery practices and procedures.

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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