

Inspection of Jabberwocky Day Nursery

28 Two Hedges Road, Bishops Cleeve, CHELTENHAM, Gloucestershire GL52 8DT

Inspection date: 11 September 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children and parents are greeted by familiar staff when they arrive at nursery. The warm and enthusiastic greetings from staff help children say goodbye to parents and show they feel safe to leave them. Children settle quickly in their playrooms and eagerly join in with different activities.

Staff put in place an exciting curriculum that considers the needs of children at different ages and stages of development. They gather information from parents and their own observations so they can see what it is that children already know and can do. They use this information to provide activities and learning that build effectively on children's skills and knowledge. Managers and staff recognise when children may need additional support. They seek suitable training and interventions to make sure children have personalised learning that helps them learn well. Key persons share plans with other staff and parents to provide consistent support. All children, including children with special educational needs and/or disabilities, make good progress.

Children are confident, motivated learners. Babies practise standing by holding on to low-level storage boxes for support, or crawl through the play tunnel to the tent. Toddlers are fascinated by a spider on the slide in the outdoor area. They show kindness and consideration as they watch it scurry under the steps. Pre-school children make connections between words, noticing when they have the same letters in their names.

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

- Staff focus on developing children's communication. Staff working with babies use sounds, words and signs to help children name toys and interact with others. Toddlers recall the story about a brown bear as they talk about feelings and emotions. Pre-school children teach the 'cheeky monkey' toy the days of the week, months of the year and talk about the weather. They match the printed words to the verbal sounds and receive plenty of praise from staff. However, on occasion, staff do not provide sufficient time for children to think and respond to questions or comments.
- Staff provide activities linked to children's interests. For example, they set up a tray with toy farm animals, vehicles, oats and pretend hay bales after a visit to a nearby farm park. When children tell staff they have found the tractor, staff tell them that they have found the 'blue tractor'. As children put the cows into the trailer, staff model counting to three, encouraging children to repeat the words. Staff are extending children's vocabulary and building on early mathematical skills.
- When there are changes in the routine, staff sometimes confuse children about

what they need to do. In the toddler room, staff do a group song time just before lunch. Children eagerly choose wooden spoons with picture clues to the songs. However, other staff then ask children to come and wash their hands. As children are going to and from the group, this disrupts other children's concentration. Some children struggle to listen and join in, and others are reluctant to go and wash their hands as they want to stay and sing.

- Staff are good role models for children and remind them how to share and take turns. For example, when toddlers paint on each other's pictures, staff remind them that they need to wait. Staff also encourage children to do things for themselves. For example, they help younger children to put their shoes on the correct feet and fasten them. Older children use tongs and spoons to serve their food at mealtimes.
- Outdoors, children use their imagination and develop physical skills. Toddlers ride on tricycles and sit-in cars. They balance well and push the wheeled toys along with their feet. Staff join in the play as children ask for 'petrol' to make their cars go. Staff show older children how to squeeze and release the rubber bulb on the pipettes to make the water go up the tube. Children gain confidence in their abilities and keep trying.
- Leaders and managers make sure staff know their roles and responsibilities for educating and caring for the children. They make sure staff supervise children well. All staff build good relationships with parents, regularly sharing information with them about what their children are doing and learning. Staff comment positively on the support and help they get from leaders and managers. Parents talk about how friendly and helpful managers and staff are. They say that their children are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand the possible signs and symptoms that may mean a child is at risk of harm. They know the procedures to follow if they have concerns about the welfare of a child or if there are allegations against adults. The manager has reviewed the recruitment procedures to make sure all checks are back before staff start working with the children. She has systems for monitoring staff to ensure their ongoing suitability to work with children. Staff complete risk assessments to minimise or eliminate hazards and keep children safe.

What does the setting need to do to improve?

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

- improve the way that staff plan for changes in the routine to make sure that children's learning is not interrupted and they can engage fully with group activities such as songs and story time

- build on staff interactions with children to make sure children are given enough time to think and respond.

Setting details

Unique reference number	EY330720
Local authority	Gloucestershire
Inspection number	10291024
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	40
Number of children on roll	64
Name of registered person	Jabberwocky Day Nursery Ltd
Registered person unique reference number	RP526104
Telephone number	01242 678075
Date of previous inspection	5 April 2023

Information about this early years setting

Jabberwocky Day Nursery registered in 2006. It is situated in Bishop's Cleeve, near Cheltenham, Gloucestershire. The nursery operates each weekday, from 8am to 6pm, for 51 weeks of the year. The setting employs 16 members of staff, of whom 15 work directly with the children. Of these, one holds an appropriate childcare qualification at level 6, one holds an appropriate childcare qualification at level 4, seven hold appropriate childcare qualifications at level 3, and two hold appropriate childcare qualifications at level 2. The nursery receives funding to provide funded early education for children aged two, three and four years old.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- The inspector discussed any continued 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 spoke to children to find out about their time at the setting.
- 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 inspector carried out a joint observation of a communication and language activity with the deputy manager.
- 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.

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