

# Inspection of Jancett Childcare, Newminster Road, Morden

Newminster Children Centre, Newminster Road, Morden SM4 6HJ

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Inspection date: 14 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Staff have developed close relationships with children and create a welcoming environment with a strong sense of community. This helps children to settle with confidence and to enthusiastically explore their surroundings. The leadership team has focused on developing the quality of the curriculum to ensure all children make good progress from their starting points. Staff recognise the uniqueness of each child and know each child extremely well. As a result, children are very confident with staff and thrive in a fun and nurturing environment.

Children play cooperatively together as they make shared models out of blocks. They skilfully navigate where pieces should go as they make tall towers. Staff encourage children's thinking and introduce simple mathematical concepts. Staff initiate interesting discussions about shapes and challenge children to think about different shapes that have four sides. Children understand new concepts as they talk about rectangles having two longer sides. Staff model kind and respectful behaviour. As a result, children quickly learn the expectations. Use of the pictorial timetable helps children to understand what will be happening next. Children respond positively to staff's gentle reminders to use 'walking feet' and adapt their behaviour accordingly.

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

- The new manager is enthusiastic and has worked hard to make secure improvements. She provides staff with good support and guidance to ensure children receive consistently good-quality care and education. The manager is reflective and regularly evaluates the quality of the provision to ensure best outcomes for children are prioritised.
- Staff skilfully support children to develop their speech and language. They model words clearly as children play and introduce varied and new vocabulary. Staff use core books well. Children enjoy the rhyme and repetition which helps them to embed new language learned. For example, while listening to the story 'Room on the Broom', children anticipate what will happen next and use new language such as 'cauldron'.
- Children particularly like sensory play and exploring a range of exciting materials. Younger children show wonder as they explore the artificial snow, and staff are skilled at encouraging children to notice differences in the weather. Older children investigate twigs and leaves and talk about textures using more complex language.
- There are very good arrangements to support children with special educational needs and/or disabilities. Staff understand the importance of working closely with parents to offer a consistent approach. Staff seek support and guidance from other professionals to ensure that early help is provided at the earliest

opportunity. Subsequently, children receive good levels of targeted support to maximise their learning.

- Children are supported to lead healthy lifestyles. Staff teach children about what foods are good for us and the importance of good oral health. Children learn new skills such as balancing and hopping, and they navigate space well. However, older children are not always sufficiently challenged to extend and develop their large motor skills.
- Staff put a strong focus on supporting children's emotional well-being. They interact with children sensitively and support them to explore their feelings and to regulate their own behaviour. Subsequently, children are secure and happy and know how to seek out support. Children confidently talk about what they like doing at the nursery and the friends they have made.
- Staff enjoy their work and speak positively about the management team. They feel valued and supported. The manager conducts regular staff supervision to ensure the quality of teaching is consistently good. Staff training is actively encouraged so that staff can build on their skills. Recent staff training on the use of sign language has a positive impact on supporting children's language and communication skills further.
- Parents are very happy with the care provided to their children and value the work that staff do. They describe the staff as caring and fantastic. They have seen their children make good progress in their development, particularly with their speech and language. Parents are welcomed into the setting to share their own experiences, for instance by reading stories to children in their home languages.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff understand their role in keeping children safe. Staff know possible indicators that a child may be at risk. They know the correct procedures to follow if they are concerned about the safety or well-being of a child. The manager ensures that discussions about safeguarding are regularly held to keep staff knowledge up to date. Staff are vigilant about children's security, and access to the nursery is managed well. There are robust arrangements in place to ensure the suitability of all staff working with children.

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

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

- review the outdoor learning environment to provide more challenging opportunities for older children to develop their large motor skills.

## Setting details

<b>Unique reference number</b>	2589089
<b>Local authority</b>	Merton
<b>Inspection number</b>	10269506
<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>	13
<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>	29 November 2022

## 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 four staff members, including the manager. Three 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

Laura Brewer

## 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 and the inspector completed a learning walk together. The manager explained how the curriculum is organised and the intentions for children's learning.
- The inspector observed teaching practices, indoors and outdoors, and considered the impact these have on children's learning.
- Children spoke to the inspector about what they enjoy doing while they are at the nursery.
- The inspector held discussions with members of the leadership team and staff and gained feedback from parents.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector sampled some of the setting's documentation, including assessment and planning records.

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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