

# Inspection of Jurassic childcare

Budleigh Salterton Hospital, East Budleigh Road, Budleigh Salterton EX9 6HF

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Inspection date: 12 December 2023

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<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	Not applicable

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

### **The provision is good**

Children and their parents receive a warm welcome from staff when they arrive. Staff provide a calm and nurturing environment for the children, know them extremely well and are attentive to their care needs. For instance, staff give babies and toddlers reassuring cuddles and plenty of time to come around after their naps. This helps the children to feel safe, secure and happy at the nursery. Staff give children their full attention when the children initiate discussion to express their thoughts and talk about their experiences. Babies and toddlers show good self-confidence when they copy the staff, who clap and cheer to praise the younger children's efforts and achievements. Children know the daily routines, listen to and follow staff's instructions and behave well.

Leaders and staff plan a broad and stimulating curriculum for children to give them the knowledge and skills needed for later learning, including school. For example, they play games and organise activities that the children enjoy and are familiar with, to build on their thinking, memory and language skills. The children practise and embed their skills as they repeat the task. All children develop a positive attitude to learning. They show they are keen to take part and have a go. Babies and toddlers enjoy listening to stories and join in with enthusiasm when staff model the actions to familiar nursery rhymes.

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

- Leaders and staff work well together. They regularly discuss the children and how they can meet their individual care and learning needs. Staff morale is high. They comment that they receive good support from colleagues and leaders and enjoy working at the nursery. Children benefit from this positive environment, which helps them to feel comfortable and promotes their well-being.
- Staff plan learning experiences using the children's interests to capture their attention and develop their concentration. For example, babies and toddlers spend a long time chasing bubbles across the room and popping them between their hands. However, on occasion, staff do not organise or plan activities for the pre-school children as effectively as they could, to engage and challenge the children more consistently.
- Staff know the children well. They assess them accurately and identify appropriate next steps in their learning. The special educational needs coordinator works well with staff, parents and outside agencies to plan individual support that targets the children's needs effectively. All children make good progress.
- Staff model language very clearly for babies and toddlers and repeat single words frequently. They speak to children about their play and introduce new words to increase children's vocabulary, such as explaining to the pre-school

children what tinsel and baubles are. However, at times, staff do not support and encourage the quieter and less confident children to speak, to extend their language development further.

- Leaders and staff work well in partnership with parents to promote continuity in children's care and learning. They provide advice and implement the same strategies used at home wherever possible. Staff help parents to extend their children's learning, such as by encouraging them to borrow books and resources. Parents comment very positively about the relationships between their children and staff and the support the staff provide for the family.
- Leaders provide good support and coaching for staff to develop their knowledge and practice. For example, they observe staff and provide suggestions about how to develop their practice and the provision for children.
- Pre-school children are confident in their abilities and develop a 'can-do' attitude. They take themselves to the toilet, wash their hands and recognise their written names on labels when finding their allocated seat at mealtimes.
- Staff are kind and form positive, respectful and sensitive relationships with the children. They speak playfully and cheerfully to the babies and toddlers when changing their nappies to ensure this routine task is a happy and social occasion for the children.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong focus on safeguarding throughout the nursery. Leaders and staff complete safeguarding training and are clear about how to recognise if a child is at risk of harm. They know the procedures to follow should they need to report a concern about a child. Leaders and staff provide a safe and secure environment for children to play and learn. They deploy themselves well to supervise children appropriately at all times and keep them safe from adults whose suitability has not been checked, such as when on outings. Leaders follow recruitment and vetting processes to ensure that all staff are suitable to work with children.

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

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

- develop staff's interactions with children to support and encourage some of the quieter and less confident children to speak more frequently
- review the organisation and planning of activities in the pre-school room, to engage and challenge the older children more consistently.

## Setting details

<b>Unique reference number</b>	2644754
<b>Local authority</b>	Devon
<b>Inspection number</b>	10305575
<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>	1 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Jurassic Childcare Limited
<b>Registered person unique reference number</b>	2644752
<b>Telephone number</b>	01395 441 875
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jurassic Childcare registered in 2021. The provision is located in Budleigh Salterton Community Hospital, Devon. It operates from 7.30am to 6pm each weekday, all year round. There are 10 staff employed to work with children, six of whom hold appropriate early years qualifications. The nursery is in receipt of funding to provide free education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Madge

## 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 inspector completed a learning walk with leaders to discuss the planning and organisation of the curriculum.
- The inspector conducted a joint observation with leaders to reflect on the quality of education provided for children and observed children and staff throughout the day.
- Parents and children spoke to the inspector to share their feedback and views on the nursery.
- The inspector held discussions with staff about their roles and assessed their understanding of the requirements of the early years foundation stage.
- Leaders held a meeting with the inspector to discuss the day-to-day running of the nursery and provided a sample of documentation, including paediatric first-aid training certificates.

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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