

Inspection of Jubilee Gems

Ark House, School Road, Padworth, READING RG7 4JA

Inspection date: 9 July 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this wonderful nursery. They are greeted with exceptional warmth and genuine enthusiasm by staff that know them extremely well. The dedicated staff team take time to talk to parents and share detailed information that may benefit children's experiences at nursery. Staff's committed, passionate and caring approach ensures children settle quickly into the routines.

The nursery's unique, ambitious and bespoke curriculum is securely embedded in staff's teaching and planning. The strong focus on the environment and nature creates a varied and highly engaging curriculum. Children of all ages demonstrate high levels of curiosity. Staff maximise all opportunities to extend children's learning. Their excellent implementation ensures children have the emotional resilience to build on their independence skills and develop a passion for learning and exploring. This helps all children to make exceptional progress from their starting points, especially those with special educational needs and/or disabilities and those with additional support.

In the baby room, staff place a high emphasis on forming meaningful relationships. This helps babies to feel safe and secure and eager to explore their calm environment. Babies and toddlers show a love of books and many sensory experiences as they explore different textures, tools, and materials in their summer beach themed activities. Older children relish the wealth of outdoor experiences to the woodland, farm, and forest school areas. Children benefit from these rich opportunities to learn about the world around them and to be physically active. Furthermore, they grow vegetables and plants, build on their language and have opportunities to learn about taking risks in a safe environment. Children are extremely motivated to take part in the stimulating and fun experiences that staff have carefully considered to enhance their learning. Children know they are listened to, and staff take an honest interest in what children are telling them. This helps children to build on their excellent trusting relationships with staff.

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

- Leaders are highly ambitious and reflective of the quality of the care and the education provided. They demonstrate clear vision for the future and continuously strive to adapt the environment and practice, to give children better outcomes in their learning and development.
- The curriculum is planned and sequenced to ensure that children practise and embed each step of learning throughout the nursery. For example, babies engage in many sensory experiences and explore a range of cooking equipment. Toddlers begin to use imaginative play to pretend they are baking. They delight in experiences when filling, pouring and scooping with a variety of tools. Older

children are introduced to baking and they progress to independently following a simple recipe, to bake a cake. In this way, children develop important skills they will need for their future learning.

- Staff have high expectations of the children in their care. They work hard to ensure that children have the very best experiences. Children are regular visitors at the local library, residential nursing home and church. These experiences help children to respect themselves, others and develop a deeper understanding of the world around them.
- Children are consistently supported to develop communication and language to their highest potential. Staff provide a language-rich environment. They sing familiar songs and read with enthusiasm, which captures and maintains the children's attention. Staff empower children to express themselves. This helps children to communicate and manage their own feelings because staff have taught them to regulate their behaviour so well. As a result, children's behaviour is exceptional.
- Staff use every opportunity to seamlessly incorporate mathematics into all activities. Children count how many pieces of dough they have. They confidently identify shapes they observe in their environment and compare weight and the sizes of different containers in their water play. In this way, children make very good progress in their mathematical development.
- Staff receive excellent support from the nursery's special educational needs coordinator (SENCO). However, all leaders and staff provide excellent support for children on the pathway to diagnosis and are extremely knowledgeable about all the children who attend. The SENCO works closely with each child's key person, family, and relevant agencies to ensure children receive targeted support and appropriate interventions to meet their individual needs.
- Staff provide excellent support to children and their families through various initiatives. They provide a lending library to enable families to read together and offer guidance and advice on various topics, such as a new baby or new house. Parents value the staff team highly and appreciate the support given. Parents report that 'every child matters' and 'children are at the heart'. Furthermore, they comment that the staff have significantly contributed to the progress children make.
- Leaders show the highest regard for their staff team. They give clear direction and encourage staff to develop their skills and knowledge. Regular training and very effective reflection ensure that staff's knowledge is up to date. Staff comment they feel fully supported by leaders through open discussions and regular supervisions. This helps build staff morale and strengthens the team, who work exceptionally well together.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY449377
Local authority	West Berkshire
Inspection number	10350853
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	106
Number of children on roll	155
Name of registered person	Digitgain Limited
Registered person unique reference number	RP905326
Telephone number	0118 983 4018
Date of previous inspection	5 September 2018

Information about this early years setting

Jubilee Gems registered in 2012 and is one of two nurseries owned by the same private provider. The nursery operates from an old school house in Padworth Common in West Berkshire. It opens from 7.30am until 6pm, term time only. The nursery also provides care in the holidays at the Jubilee Jets club. The nursery receives funding for the provision of free early education for children aged three and four years. There are 37 members of staff and, of these, 30 hold relevant qualifications at level 2 to level 6.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector observed activities in the five main base rooms, forest school and garden areas. She talked to staff about the progress individual children are making and what they want the children to learn.
- The curriculum lead and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including the arrangements for paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children 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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