Inspection of Joyful Journeys Childcare

Bradfield Park, Bradfield, Willand, Cullompton EX15 2RA

Inspection date:	30 July 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders implement their extensive induction procedures successfully so that children are emotionally secure. They arrive happy, and when adults put their arms out to them, they confidently part from their parents. Children immediately start exploring the exciting environment, which adults organise extremely well to promote children's curiosity. Children lead their play, which means they become highly motivated, independent learners. Their behaviour and attitude are outstanding.

The ambitious curriculum focuses appropriately on children's prime areas of development. For example, books and resources about growing plants prompt children's language skills. They work together collaboratively to take care of their produce, using a range of tools, such as watering cans and trowels. Children use all their senses to explore, such as tasting, smelling, touching and describing their tomatoes, courgettes, herbs or popping peas. Toddlers stop and point when they hear sounds in the environment and recognise tractors or birds.

The adults know the children well. They have a good understanding of what they can do and what they need to be learning next. They have a clear knowledge of how their activities and environment support the children's individual learning needs. For example, they plan pouring and scooping activities to help children develop self-help skills so they become independent in serving and feeding themselves. Adults prepare children well for their next stage of development and eventual move to school.

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

- The leaders work together extremely well. They have high expectations and a clear vision for providing high-quality, inclusive care and education. They evaluate their practice and target actions for improvements. For example, they change the environment according to children's interests and next steps. They are seeking training in communication and language development to extend their knowledge and skills even further.
- Partnerships with parents are a strength of the setting. Parents confirm the good exchange of information to enable the adults to meet their children's needs and for them to support their children's development at home. Parents comment on how quickly their children have developed confidence, independence and language skills.
- Children go on regular outings in the local community. Adults link these to the curriculum. For example, when children learn about growing things, they make a trip to the garden centre. They go to the beach to have a deeper understanding of water safety and to develop their core strength and balance on different

terrains. Children relish the regular opportunities to be outdoors and be active learners.

- Adults provide good support for children's language and communication skills. They use books and songs, helping children to anticipate familiar words and actions so they remember more. They add vocabulary, using visual aids to give context so that children understand its meaning. Children listen and follow instructions well. However, questioning techniques are not always as effective when supporting young children in beginning to understand numbers and sizes.
- Children behave extremely well and have incredibly positive relationships. They demonstrate their excellent understanding that some rules are for their own safety. For example, even the youngest children wait at the open door or gate so that adults can supervise or help them on the steps. They listen and impressively respond to adults informing them of being careful of thorns when picking blackberries, and they know to only eat the black ones, as the unripe ones will give them tummy ache.
- Adults use all opportunities to skilfully help children to master new skills. For example, older children have a go at peeling and cutting fruit indoors, then try again outdoors, persevering when they find it hard. Inspired by what they see, younger children have a go too. Children are highly eager to join in activities and take pride in their achievements.
- Children become confidently independent. Adults provide just the right amount of support for children to manage tasks without getting frustrated. Even the youngest children remove their shoes and know where to place them. Children gain a good understanding of healthy practices through their daily routines. For example, they wash their hands before eating, enjoy nutritional snacks and clean their teeth after breakfast.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- improve questioning techniques to further support children's understanding of numbers and sizes.

Setting details

Unique reference number	2807805
Local authority	Devon
Inspection number	10410747
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 2
Total number of places	12
Number of children on roll	10
Name of registered person	Joyful Journeys Childcare
Registered person unique reference number	2807804
Telephone number	07927408399
Date of previous inspection	Not applicable

Information about this early years setting

Joyful Journeys Childcare registered in 2024 and operates from Willand, near Cullompton, in Devon. It is open 7.30am to 5pm Monday to Thursday and 7.30am to 2pm on Friday, for 47 weeks a year. The owners work with the children. One of the owners holds an appropriate childcare qualification at level 6 and one at level 3.

Information about this inspection

Inspector
Elaine Douglas

Inspection activities

- The leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to adults at convenient times, observing the quality of interactions, indoors and outdoors, and assessing the impact this was having on children's learning.
- The inspector spoke with parents and children and took account of parents' written feedback for the inspection.
- The nominated individual and the inspector discussed the leadership of the setting, and the inspector sampled documentation, including evidence of the suitability of the adults.

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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