

Jancett Day Nursery

Inspection report for early years provision

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Inspector Gillian Cubitt

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Jancett Day Nursery was established in 1969 and is privately owned. It is one of six nurseries run by Jancett group of nurseries. The nursery operates from two semi-detached houses and a school building that are located in a residential area in Wallington, Surrey. There is easy access to the building with parking facilities outside. Garden areas surround the buildings are divided to accommodate the different age groups. There are nine playrooms, two for children aged three months to one year, three rooms for children from one year to two years of age, three rooms for children two to three years of age and one large room for preschool children aged three to five years. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register for 106 children at any one time. At present, there are 135 children on roll. The nursery is open five days a week for 51 weeks of the year from 7:30am until 6:15pm

The nursery employs 32 staff, of these, 28 work directly with the children. There are 15 members of staff who are qualified in Childcare and Education to National Vocational Qualification (NVQ) level 3 and ten members of staff hold an NVQ Level 2 all of whom are working towards their level 3. One member of staff has an NVQ level 4 and five members of staff are working towards a Foundation Degree in Childcare. One member of staff holds a Foundation Degree and one is working towards Early Years Professional Status.. The nursery also has visiting teachers for specialised activities such as dance and football.

The nursery has completed two quality assurance programmes. One with the National Day Nursery Association and the other with Sutton Local Authority, Quality Improvement in Learning and Teaching (Quilt). The nursery is part of an accredited training centre under the Joint Assessment Centre for Education. (JACE)

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The children who attend are happy and secure, and make strong progress in their learning and development. Staff pay close attention to their different needs, which are very well met. The setting is well organised and daily routines run smoothly. There is a constant focus on making good practice even better through thorough ongoing self-evaluation by staff and managers and many improvements have been achieved. As a result, the nursery has excellent capacity for future improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure messy play for younger children is rigorously supervised to meet hygiene requirements
- ensure a synopsis of the outcomes for complaints, which are maintained at head office, are available for inspection at the nursery.

The effectiveness of leadership and management of the early years provision

The nursery is well led and managed by experienced qualified managers. The manager is fully supported by the provider and uses the Group's policies and procedures effectively to ensure that children are kept safe and legal requirements are met. Arrangements for safeguarding children are robust. The systems for dealing with complaints are also secure although information maintained at the nursery lacks sufficient detail. The nursery fosters good working partnerships with the community and the local authority as well as with parents to keep all appropriately informed. Parents are welcomed into the nursery at the beginning and end of the day, and daily feedback is provided either verbally or in writing for babies detailing meals and snacks eaten as well as activities children have engaged in. Parents have access to a comprehensive website and they are able to view to their children's folders at all times. Organised Saturday open mornings also encourage parents to visit to discuss and review their children's progress in detail. Parents and children's views are sought and valued which aids managers to provide an environment which meets the diverse needs of children who attend. Processes for self-evaluation and bringing about improvement are a key strength as there have been some major positive changes to the nursery in their drive for improvement. For example, the refurbishment and organisation of some of the rooms and complete overhaul of the outside children's play areas greatly enhances children's facilities. This shows the commitment of the owners to make continuous improvements to a extremely high standard. The setting provides a positive working environment where practitioners are well motivated through training and regular meetings which increases their overall competence. As a result, relationships at all levels are very good and children are able to thrive in supportive surroundings.

The quality and standards of the early years provision and outcomes for children

Children have a wonderful time at the nursery. They engage in stimulating play both inside and especially in the outside play areas. Practitioners plan extremely well so that children have a diverse range of appropriate activities to meet each child's learning and development needs. Children's independence naturally blossoms because they are able to make choices which they use creatively to develop their thinking and learning, working either alone or interacting with their peers.

Babies play in bright attractive carpeted rooms where they have a good range of soft, interactive and natural resources to explore in their early stages of discovery.

Toddlers develop their physical skills on small cars, playing with sand and water as well as feeling textures of cereals and sounds of, as they crush them with their hands and feet. Children delight in experimenting with their water play. They enjoy adding different colours to water which encourages them to see how colours can be used. Bright green draws their attention as they fill up bottles and other containers. Outside, the descending plastic tubes encourage children to question why water flows downwards. The outside play areas invite children to explore and play across all areas of learning. Their physical development is fostered as they play on small vehicles in their village area, on the Astroturf children climb the slide and have fun on the trampoline. Children's creative skills are a key strength because practitioners follow children's ideas. For example, a simple painting exercise is extended because children decide to make patterns with their hands by painting their fingers. Children also have a craft area full of cardboard resources, paper and other materials where they can cut and stick to create their own masterpieces. Children show they are accomplished in their counting skills. They see posters of numbers throughout the nursery and resources such as, blocks puzzles, books and computers enhance children's understanding. Children develop early information and technology skills, being able to turn the computer on, manipulate the mouse and keys and manage simple programmes showing their aptitude in the recognition of numbers and counting. The setting places great importance on developing children's skills in cooperating with and considering others. Children behave very well. They learn to socialize, consider others, sharing toys and overall letting them know that they are part of a community where everyone has different needs. Cultural customs are explored and children's individual languages are respected. Children benefit from excellent opportunities to prepare them for their future. This is especially noticeable for older children who are trusted to serve themselves for lunch, letting them decide on the size of portions which they feel they could manage. All adults develop children's speaking and listening skills well, taking every opportunity to ask them questions and increase their vocabulary. The activity of making green play dough fully captivates children's interest learning how flour and water mix together, using descriptive words to express their thoughts. There is a good range of books for all age groups. The under ones, for example, particularly enjoy the chance to explore the texture of cloth and plastic books. Toddlers join in the fun of the story "Where's Teddy". Older children have plenty of opportunities to make marks in every area of play where crayons, pencils and paintbrushes are freely available. Children enjoy drawing pictures as well as writing shopping lists. Children's progress is assured because practitioners are competent in their observations and assessments. Each child's individual learning plan is well maintained so every practitioner can follow children's progress and share this information with parents and aid the smooth transition for children into their reception year.

Good attention is given to children's welfare at all times and the setting has addressed the welfare recommendations from the last inspection. Children now have a positive input into organising the nursery routines which increases their independence. This is particularly evident as older children develop confidence and self control by self serving themselves at lunch time; also the easy facilities to wash hands encourage children's awareness of the importance of personal hygiene. Cleanliness is a priority. Practitioners wear appropriate clothing whilst

preparing food and the food that children receive are of a very high quality. On occasions, children are able to pick salad items from the garden which is included in their snacks. Resources are cleaned on a regular basis, although messy play with dried food is not rigorously supervised which means that children tend to eat cereals that are spread on the floor for children to feel.

There is a good daily focus on keeping children safe. Practitioners are vigilant about closing gates and security doors between different areas and adopt a consistent approach to behaviour management which ensures children understand how to keep themselves safe especially during outings and fire evacuation sessions.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met