

# Inspection of Jack & Jill's Childcare Widewell

1 Tiverton Close, Widewell, Plymouth, Devon PL6 7EN

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Inspection date: 26 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy and secure and form affectionate relationships with staff and each other. They benefit from caring support from the attentive staff who get to know them well, which promotes their emotional well-being.

The manager and staff work together as a committed team to organise a curriculum that is tailored to the interests and needs of the individual children in their care. They assess what children's abilities accurately and build on their skills through interesting activities. Children are excited to make 'aliens' with play dough and develop good creative and manipulative skills. Younger children enjoy the sensory experiences of squeezing and rolling the dough. Staff encourage older children to count the number of eyes their aliens have to extend their mathematical development. Children beam with pride as staff praise their efforts and help them to take photographs of their creations to share with parents.

The management team prioritise support for children to lead healthy lifestyles. Staff implement a healthy eating project to encourage children to grow their own healthy produce to harvest for snack times. Children enjoy nutritious hot lunches each day and parents comment positively that it has encouraged children to try a wider variety of food at home.

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

- Staff are positive role models and support children sensitively to share and take turns during play. Older children show care towards the younger children and enjoy helping them to wash their hands in preparation for meal times.
- Partnerships with all parents are strong and in particular staff provide sensitive support to the children of service families. They understand the impact that change has on family life. The management team has developed some excellent resources to help children to cope with separation and feel secure.
- The manager and staff are quick to notice when children need extra support. They use funding effectively and work in effective partnership with outside agencies to help all children to reach their best potential.
- The management team and staff continually evaluate the provision. They value the views of parents and make positive changes to improve learning experiences for children. For example, the manager has introduced a 'library' and children borrow books to share with their families to extend their early reading skills.
- Children enjoy regular story times when staff encourage their comments and ideas. Children become confident in their speech and language development in good preparation for starting school.
- Staff are enthusiastic about their professional development. They make the most of opportunities to develop their knowledge and skills further. Children benefit

from fresh ideas and an exciting environment in which to play and learn.

- Staff have a good understanding of child development and support children to make good progress in their learning. The quality of teaching is strong and children become motivated learners. However, occasionally, staff do not give children time to experiment to deepen their understanding of concepts such as making patterns during adult led activities.
- Although the manager and staff have made links with some other providers and the local school, this is not as consistent as it could be to help to provide continuity for children as they move on in their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team ensures that all staff access training to support children's safety and welfare. Staff are clear about the signs that would lead them to be concerned and confident about the correct procedure to follow to keep children safe from harm. Staff supervise children well at all times. They ensure the environment where children play is safe and secure.

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

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

- provide more encouragement to children to explore resources and experiment to deepen their understanding of concepts during adult guided activities
- strengthen links with other providers children also attend and local schools to promote consistency and continuity in children's learning and development.

## Setting details

<b>Unique reference number</b>	EY285154
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10071813
<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</b>	2 to 4
<b>Total number of places</b>	11
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	The Royal Naval Pre School Learning Organisation (Western Area) Committee
<b>Registered person unique reference number</b>	RP904044
<b>Telephone number</b>	01752 788345
<b>Date of previous inspection</b>	7 December 2015

## Information about this early years setting

Jack & Jill's Childcare Widewell registered in 2004. It operates from premises on the outskirts of Plymouth, Devon. It is open every weekday from 9am until 3pm during term time only. The nursery provides funded early education for children aged two, three and four years. There are three staff members. The manager has a relevant qualification at level 5 and the other staff have relevant qualifications at level 3.

## Information about this inspection

### Inspector

Margaret Baird

## Inspection activities

- The inspector viewed all areas of the provision and talked to the manager and staff about their aims for children's learning and development.
- The inspector talked to children, parents, staff and the management team and took their views into account.
- The manager and the inspector observed children taking part in activities and discussed the quality of teaching and learning.
- The inspector viewed a range of documents as part of the inspection.
- The inspector observed children and staff in their daily routines.

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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