

Jubilee Gems

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

Inspection date	19/09/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The key person approach is effective in meeting the children's care needs and provides a nurturing environment.
- Staff understand the appropriate procedures follow to safeguard children.
- There is a broad range of resources that extend children's enjoyment as they play.
- Children enjoy a wide range of activities that promote their physical development. Staff promote their good health, self-care skills and independence well.

It is not yet good because

- Staff do not appropriately maintain all necessary documentation to promote children's welfare as the record of children's attendance records does not meet requirements.
- Assessment of children's progress is not sufficiently precise to enable staff to ensure that they are providing suitably challenging learning goals for each child.
- Monitoring procedures do not effectively support managers to address the variations in teaching or the inconsistencies in assessments for learning.
- Staff do not always encourage parents to share sufficient information about their child's abilities and interests to fully establish their starting points.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at a range of documentation including children's progress records, tracking and assessment records, planning documentation and evidence of staff suitability.
- The inspector spoke to members of the staff team about the progress of their key children, and their understanding of the setting's policies and procedures.
- The inspector took into account the views of children and spoke to a number of parents and carers.
- The inspector observed activities in the main play rooms and the garden area and undertook a joint observation with the manager.
- The inspector spoke to the manager, staff and the owner.

Inspector

Melissa Cox

Full report

Information about the 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 and a variety of out buildings in the rural location of Padworth Common in West Berkshire. The nursery opens from 8am until 5.30pm. The nursery also provides care in the holidays for older children who have reached school age at the Jubilee Jets club. The nursery opens for 51 weeks of the year. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery currently has 91 children attending in the early years age range. The nursery receives funding for the provision of free early education for children aged two, three and four years. Staff operate a free mini bus to and from the nursery for funded two-year-olds and a paid service for other families. There are 14 staff who work regularly with the children. Of these, one has Early Years Professional Status, four hold degree qualifications to level 6, two staff hold foundation degrees at level 5 and three are qualified to level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain a daily record of the names and hours of attendance of the children being cared for on the premises, and the names of each child's key person
- improve assessment arrangements to precisely monitor children's progress to ensure that they receive appropriate support to make good progress across all areas of learning
- strengthen the monitoring of practice to ensure all staff consistently provide effective, good quality teaching, so that children's individual learning needs are fully met

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

- develop further the arrangements to obtain information from parents to help establish accurate starting points for children's learning when they start at the nursery.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff create a friendly and welcoming environment for children who arrive happily at the nursery and settle well. When children first start at the nursery staff gather some useful information from parents about their routines and interests. However, this is not always detailed enough to support staff to determine the starting points for children's learning. Through observation, staff develop an understanding of each child's interests and abilities. This allows them to plan activities which children enjoy. However, staff do not undertake precise on-going assessment to monitor that each child is progressing at an appropriate rate. As a result, while children make some progress, staff do not ensure that they are always offering sufficient challenge across each area of learning. The management team have recently taken some action to make improvements in this area, and staff are beginning to gain confidence in tracking children's learning. However, the management team are not monitoring closely to ensure that the improvements are securely embedded in practice. As a result, there is still inconsistency in the accuracy of assessments being completed.

Older children happily talk to visitors and their friends about what they are doing. Staff promote literacy well, offering daily opportunities for children to hear and explore a variety of sounds. Some staff are more confident than others about moving children's learning on as they play. These staff use effective questioning in their interactions. For example, a small group of children join in a messy play activity with shaving foam. The member of staff engages them well in this activity by leading them to create shapes in the foam and explore its properties. Children compare the consistency of the foam to that of the dough they have been playing with earlier. They experiment with writing their names in the foam and the staff member supports them to compare the letter sounds to the letters in their names. However, not all activities provide this level of support. This is because some adult-led and directed activities do not fully meet the needs of the children taking part. As a result, some children find some tasks, such as structured drawing and writing, harder to engage in as staff do not capture their interest sufficiently well. The lack of challenge in some activities is also evident among groups of more able children who are initially occupied by what is on offer but are not extended in their learning. This impacts on children's preparation for the next stage of their learning. Consequently children make satisfactory, rather than good, progress.

Children's develop their coordination appropriately as they handle tools to expand their learning. Chunky chinks, paint brushes, rollers and cutters help younger children to learn how to hold and use tools. Older children use crayons and pencils competently as they draw. Some children are also beginning to accurately write and recognise letters of the alphabet. This helps them to develop early writing skills appropriately. Children gain an appreciation of books. They sit independently in the comfortable book area and talk about what is happening in the pictures. Staff sit and read stories on request and use actions, props and puppets to help children concentrate and listen. These activities and opportunities help children to gain useful skills for the eventual move to school.

Teaching in the younger age rooms is purposeful and generally developmentally appropriate. Children enjoy positive interaction with staff at activities. They are active and enjoy their learning. Staff understand their needs and satisfactorily promote all areas of learning through play. Toddlers are well occupied and have opportunities to explore resources such as arts and craft materials to express themselves creatively. They make satisfactory progress in their communication and language as they repeat sounds and words. They also develop appropriate physical coordination as they handle small items.

The contribution of the early years provision to the well-being of children

The small staff team work well together and create a happy and welcoming place for children. Staff are aware of the individual personalities and care needs of their key children. Their commitment to nurturing the emotional well-being of every child is a strength in this nursery. Children are relaxed and at ease when they arrive at nursery. They show that they feel safe and secure because they happily separate from their parents. Parents comment that they have good relationships with all staff. Staff share information about the care needs of children with parents through conversations at the beginning and end of each day. This ensures children's individual needs are catered for in a consistent approach. Babies and children actively seek out their key person for comfort and cuddles when they need reassurance. Staff give them good levels of attention. Staff ratios are appropriate and children are in sight and hearing of staff at all times in the day, both inside and in the outside area. There are effective arrangements to ease children's moves into different rooms in the nursery. Staff support them emotionally taking them on regular visits to spend time in their new room. This helps children to feel confident to move to their new surroundings.

Children are well-behaved and have a clear understanding of expected behaviour. Staff are good role models, encouraging children to share resources and use good manners when asking for things. This results in children respecting others and learning to cooperate. Children develop independence as staff encourage and support them to do things for themselves. For example, children tidy away toys and resources after activities, and help set the table at lunchtimes. Simple but effective activities, such as being 'helper of the day' boost children's self-esteem further. These activities also support children to develop their social and physical skills. They learn to carry plates with food on steadily across the room, and to support and help others.

Recent improvements to the premises, including all the classrooms and outdoor spaces, mean that children have access to a safe, attractive and stimulating environment. There is much consideration to promoting children's independence. Children of all ages explore a wide range of good quality resources, including many natural and sensory materials. The management team show a commitment to continually developing resources to enhance children's play and learning. For example, they have recently bought more equipment to promote the use of technology. This means that children have the use of a range of items, such as tablet computers, and a designated information and technology suite in order to develop their skills in this area.

Staff place a strong focus on promoting children's understanding of keeping themselves safe and adopting healthy lifestyles. Pre-school children explain with confidence the reasons why it is important to wash their hands before eating, talking about 'germs in your tummy'. Younger children are learning about good hygiene routines as they are reminded to independently use hand gel and dispose of tissues after blowing their noses. Staff sensitively support younger children with toilet training, and nappy changing is completed by staff in accordance with each child's individual needs. There are good systems to inform staff of any health issues or dietary requirements the children may have. There are also thorough procedures for recording any accidents and ensuring medication is administered in accordance to parent's instructions. Children take part in regular fire evacuation drills to learn how to help themselves stay safe in an emergency.

Children enjoy using the extensive outdoor learning environment. They benefit from the close links with the sister nursery. In addition, weekly mini bus trips to the forest and farm build on their topic work and support their good health further. For example, children visit the pigs on the farm to see what type of house they live in. Later they work together in the nearby forest to make a house of sticks as part of their topic work. Staff promote children's physical development further by regular physical exercise classes that are delivered by an external company. This allows children to develop a healthy, balanced lifestyle. Their knowledge and understanding is further enriched as they plant, grow and harvest produce in the nursery garden. There are opportunities for children to use these in cooking activities, such as making blackberry crumble.

The effectiveness of the leadership and management of the early years provision

The management team have a satisfactory understanding of their role and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a suitable regard to maintaining most of the required documentation needed to ensure the children's safety. However, they do not maintain an accurate record of children's daily attendance. This is a breach in requirements. Other than this, safeguarding procedures are sound. Staff have a suitable understanding of their role and responsibilities regarding child protection issues. They receive regular training on child protection to remain aware of the correct procedures to follow. There is an appropriate policy which details the nursery's safeguarding procedures. This follows the guidance from the Local Safeguarding Children Board. Staff recruitment procedures are robust and all employed staff have been subject to an appropriate range of checks to ensure their suitability to work with the children. Staff undertake regular risk assessments of all areas of the premises. They also complete daily safety checks to minimise hazards in each room, as well as outside. They ensure access to the premises is secure by keeping gates and individual buildings locked at all times of the day. Staff are suitably deployed when moving between buildings and during outdoor play to promote children's safety.

The management team undertake self-evaluation and are suitably aware of the nursery's strengths and areas in need of further development. They understand the importance of enhancing staff skills in order to ensure all children make good progress during their time

at the nursery. However, while they have taken some action to support staff, overall, they are not effectively monitoring the impact this is having. As a result, weaknesses remain in the assessment arrangements and there are some inconsistencies in the quality of teaching. Staff at all levels have opportunities to undertake childcare qualifications and attend vocational workshops. They are positive about their roles and work well as a team.

Staff seek the views of children throughout the day and encourage parents to share their views through discussions or through daily communication books. Staff take any suggestions for improvement seriously and do what they can to accommodate parental requests. For example, they have extended a free mini bus service for funded two year olds and allowed greater flexibility with session times to support families who live out of the area.

Partnerships with parents are friendly. An established key person system means that parents know who to approach if they have concerns about their child's well-being or learning. Newsletters, notice boards and daily diaries help keep parents informed about their child's day, as well as current and future events. Some information is provided by the staff to help parents understand how children are learning through their play. Suitable links have been established with outside agencies, such as the local authority and the sister nursery located nearby. Staff use these links adequately well to provide additional support for children when needed. Partnerships with other early years establishments that children attend, are developing appropriately. Some useful information is shared between the establishments, which generally supports continuity for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a record of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY449377
Local authority	West Berkshire (Newbury)
Inspection number	989785
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	125
Number of children on roll	91
Name of provider	Digitgain Limited
Date of previous inspection	not applicable
Telephone number	0118 983 4018

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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