

Jubilee Gems

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



Inspection date	2 September 2015
Previous inspection date	19 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Senior managers are good role models. They have successfully addressed all actions from the previous inspection.
- Children are enthusiastic on entering nursery and all settle quickly. This was especially notable as many children were new to nursery or moving classrooms on the first day of the term when the inspection took place.
- Parents speak highly of the staff team and told the inspector that their children are learning and developing well in the nursery's care. They are well-informed about nursery activities and their children's progress.
- The management team has targeted resources in the right areas to ensure that all children have good opportunities to play and learn. All children are making progress and those in need of some additional help are well supported.
- The children benefit from woodland walks, trips to the farm and many opportunities for playing and learning outside.
- Policies and procedures to ensure that staff are suitable and children are safeguarded are in place, implemented effectively and understood by staff.

It is not yet outstanding because:

- The setting regularly checks each child's learning and development. However, this information is not being collated to identify whether there are any differences in the progress made by groups of children, such as boys and girls.
- Although the management team has worked hard to improve the quality of teaching, opportunities for managers and staff to observe and reflect on each other's practice are not fully developed.

What the setting needs to do to improve further

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

- collate the information already gathered about individual children's progress, in order to demonstrate and compare the progress made by different groups of children
- continue to develop the nursery's ethos of continuous improvement by introducing further opportunities for staff's professional development, such as peer observations.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, both inside and outside. She joined the children and staff on a visit to the woodland.
- The inspector evaluated how well the nursery staff understand and implement policies and procedures, especially those relating to safeguarding children and observing and assessing children's progress.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held meetings with the nursery owner and the nursery manager.
- The inspector sampled a range of documentation, including staff suitability checks, records of children's learning and the nursery's self-evaluation.
- The inspector took into account the views of parents.

Inspector

Penny Fisher

Inspection findings

Effectiveness of the leadership and management is good

The management team is well-established and ambitious for the nursery. The manager has a clear understanding of the requirements of the Early Years Foundation Stage and can identify the strengths and areas for development within the provision. She has worked hard to improve the quality of teaching across the nursery. Staff find the regular supervision and annual appraisals helpful, but they do not have formal opportunities to observe and reflect on each other's practice. An independent early years consultant has supported staff by role-modelling good practice and delivering workshops. Actions taken to bring about improvements have been effective. The nursery has also worked well in partnership with the local authority. The manager ensures she is up-to-date with changes and developments in the field of early years education. Safeguarding arrangements are effective.

Quality of teaching, learning and assessment is good

Arrangements to check the progress children make in their learning and development have improved. Staff ensure they gather essential information about each child's knowledge and understanding when they start at the nursery. Regular observations and checks ensure that any gaps in individual children's learning are identified and supported. Children enjoy their day. They are busy and well-occupied in activities that provide stimulation and challenge. For example, children count the bugs they find in the woodland area, draw clouds in shaving foam and explore paint with sponges. Resources and activities ensure children learn about their own communities and the wider world.

Personal development, behaviour and welfare are good

Children enjoy warm and respectful relationships with staff. The nursery environment is appealing to children, but calm and well-organised. This helps children to feel secure and builds their confidence. Children back from the summer break are excited to explore the improvements that have been made to their play spaces, such as the mud kitchen. They can reach the toys easily and choose what they want to play with. Meal times are sociable events. Children enjoy healthy meals and snacks. They are able to develop their independent skills as they choose their cutlery, serve themselves vegetables and help to clear away. Children learn to keep themselves safe; for example, they can explain why they wear high visibility tabards when going on outings. Transition to school is well supported through working in partnership with local schools. The children are learning good manners, how to share and take turns. Behaviour is good.

Outcomes for children are good

The improved quality of teaching is ensuring that all children are progressing well in their learning and development. This includes those that have been identified as at risk of underachievement. Where children's starting points are below those typical for their age, staff ensure that there is a strong focus on the key skills that children need, such as language and communication. This is helping children 'catch up' with their peers quickly and be ready for school.

Setting details

Unique reference number	EY449377
Local authority	West Berkshire (Newbury)
Inspection number	1025715
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	125
Number of children on roll	73
Name of provider	Digitgain Limited
Date of previous inspection	19 September 2014
Telephone number	0118 983 4018

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 outbuildings in the rural location of Padworth Common in West Berkshire. The nursery opens from 7.30am until 6pm, term time only. The nursery also provides care in the holidays for older children who have reached school age at the Jubilee Jets club. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery currently has 73 children attending in the early years age range. It 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 13 qualified staff who work regularly with the children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

