

# Jay Childcare Matters at Forest Road

Forest Road Meeting Hall, 121 Forest Road, Colchester, CO4 3XG

<b>Inspection date</b>	03/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		3
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

- Children enjoy choosing from a range of resources, attractively and appealingly presented, to engage and stimulate them.
- Staff are approachable and friendly, building attachments with children and their families from the earliest days, so children feel secure and develop the confidence to play and learn.
- Children are safeguarded as staff can recognise and respond to signs and symptoms of abuse and neglect.

### It is not yet good because

- Information in regard to who has parental responsibility is not sufficient to fully ensure children's welfare. Some staff lack knowledge in how to process the information to fully protect children. Risk assessments are not robust enough to effectively identify all hazards to children, exposing them to risks.
- Children's independence is not always promoted through routines, such as snack time and lunch time, so they miss vital opportunities to develop some skills they will need for school readiness.
- Children have fewer opportunities to explore natural or household materials and open-ended play, particularly outside, limiting their creativity and problem-solving skills.

## 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 interacted with children in the playrooms and in the outside area.
- The inspector held discussions with the provider and the manager and carried out a joint observation with the manager.
- The inspector viewed a sample of documentation, including evidence of staff checks, risk assessments, some policies and children's development profiles.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Sarah Williams

## **Full report**

### **Information about the setting**

Jays Childcare Matters at Forest Road was registered in 2013 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated in a community hall in Colchester, Essex and is managed by a private company. The pre-school serves the local area and is accessible to all children. It operates from one large room within the building and there is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, all four hold appropriate early years qualifications at level 2 and above. The provider holds Early Years Professional Status and one staff member has Qualified Teacher Status.

There are currently 11 children on roll, all of whom are in the early years age range. The pre-school opens Monday, Tuesday, Wednesday and Friday throughout the year. Sessions are from 8am to 6pm. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children.

### **What the setting needs to do to improve further**

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

- ensure that information about the child includes full details of every known parent and details of who has parental responsibility for each child and sharpen staffs' understanding of how to use this information to safeguard every child's welfare
- review the balance and organisation of activities to focus on the prime areas: in particular, encourage children's independence and social skills, to improve their readiness for school, through routines, such as snacktime and lunchtime
- improve the effectiveness of risk assessments to ensure that they cover everything with which children may come into contact, for example, the hanging blind cords and the unsecured external door.

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

- provide more household, natural and found materials, so that children can take part in more exploratory, open-ended play to develop their creativity and problem-solving skills.

## Inspection judgements

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

Children make progress towards the early learning goals and learn some of the skills they will need for future learning. However, some daily routines, such as snacktime and lunchtime, do not encourage children's independence and social development. This is because staff prepare the food and drinks and serve them to children. Children miss opportunities to manage their own needs and to learn about how to prepare simple food, serve themselves, pour drinks and clear their own plates. These are all skills they will need once they start at school. Staff ask parents about what children can do and use this information, along with their observations, to form a baseline assessment. From this, they can plan activities to help the children learn and develop. The observations are recorded in a development profile, along with samples of children's work and including next steps in learning. Parents are invited to view the development profiles and discuss their child's progress. By discussing the next steps, they can continue the learning at home, building links, which benefit children.

Staff use a variety of teaching methods to help children make progress. They support children in their free choice of activities, such as using the water tray, where they enjoy fishing for animals and exploring what noises they make or how they move. When children use the role play area, staff join in sensitively, suggesting play ideas and promoting vocabulary. At other times, staff know that they support children by standing back and allowing them to play and explore freely. Younger children are helped to take turns and to consider how their actions have an impact on others, for example, reminding them not to throw sand as it may go in someone's eyes.

Children benefit from a wide range of resources, attractively presented and easily accessible. This helps to create a stimulating environment and allows children to choose what they would like to play with and be active learners. Currently, the emphasis is very strongly on manufactured toys and equipment and very little in the way of natural materials or household items are offered. This places limits on children's creative thinking and problem-solving skills. There are plans in place to develop the outside area and include more of the found and recycled materials, which promote open-ended and natural play. Children enjoy sharing books and singing songs and rhymes, helping their language development. Outside, they play on wheeled toys, a climbing caterpillar and use chalks to make patterns and practise writing. Children use pre-cut stickers and shapes to make a valentine's card, which they take home. Staff talk to them about the meaning of Valentine's Day and thinking about people we love.

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

Children form effective emotional attachments and bonds with staff caring for them. A key person is appointed when children begin attending. The key person builds a relationship with the child and their family, exchanging information, which helps promote the individual care offered to each child. Staff understand how to support children emotionally through

transitions, for example, from home to pre-school, with the phased settling-in procedure and from pre-school to school when the time comes. Parents are kept informed of children's progress and invited to comment in the child's development profile, where they can also find the next steps in learning. Staff are attentive and engage with the children sensitively, providing resources and planned activities, which they know will interest them. For example, they add items to the water tray for children to fish out.

Children learn some of the habits, which help them to lead a healthy lifestyle. For example, they wash and dry their hands at appropriate times and are helped to understand that this is to prevent germs spreading. Children bring packed lunches, which are stored safely until they are required. Snacks are provided for the children and include fruit and milk or water for drinks. Staff know about children's allergies and ensure they do not have unsuitable foods. Children occasionally help to make sandwiches for afternoon tea, but currently they do not routinely become involved in preparing, serving or clearing away at snacktime. This limits their opportunities to develop independence and self-care and misses opportunities to learn about and discuss the foods they are eating. Children play outside using the wheeled toys and other equipment, which helps their physical development and provides them with daily fresh air and exercise. Any child requiring first aid for minor injuries is treated and the details recorded and signed by parents. Similarly for children requiring medication, a record is kept, to prevent any accidental overdosing.

Children's behaviour is generally good because staff remind the children about what is expected of them. For example, at home time, some children do not willingly put on shoes and coats to be ready to leave. Staff are patient and explain to children that they need to listen and take notice of their mother. They work with parents to help children through stages of development, such as toilet training and using a cup instead of a bottle for daytime drinks, when they are old enough. Parents appreciate this input and the support they receive.

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

Most aspects of safeguarding are understood by the staff and management, keeping children safe from harm. They understand how to respond to signs and symptoms of abuse and neglect and make a referral when necessary. The provider and manager have attended basic child protection training and the provider is attending higher level training. This will enable her to take a lead role in ensuring the setting's policy and procedures are understood by all staff and followed at all times. While staff routinely seek information regarding who has parental responsibility for each child at the point of registration, they do not follow up information received and ensure that they are able to fully protect children who have a parent who is not allowed contact. Details of every known parent are not kept in line with the Early Years Foundation Stage welfare requirements. Understanding of matters around this issue is limited, so some children's welfare is compromised. Risk assessments are carried out daily on all areas of the pre-school and for outings. While these cover basic matters, some potential hazards have been overlooked and could pose a risk to children, such as the unsecured blind cords within children's reach and the heavy door to the garden, which is unsecured when open. Therefore, risk

assessments are not robust enough to offer full protection to children and this also applies to the Childcare Register.

The pre-school is still relatively new and have received support from the local authority development team, who have made suggestions for improvements. The management welcomes these initiatives and follows up those which are viable and will make a difference to outcomes for children, such as extending the scope of activities offered in the outside area. The provider oversees staffs' performance and checks for consistency in the quality of teaching, by regular monitoring of the children's development records and tracking sheets and by holding whole staff meetings. Individual professional development is considered and staff are put forward for training where it is seen that this will benefit them and the children they are caring for. A development plan is in place to address identified areas for improvement and a full self-evaluation is in progress. The provider wishes to involve all staff in this, so is arranging a series of staff meetings for discussion and ideas sharing.

Parents' report that they like the relatively small size of the pre-school as they feel their children benefit from the advantageous adult:child ratio. They find staff approachable, friendly and easy to talk to, keeping open the vital two-way flow of conversation to promote children's best interests. Where outside support or intervention is required, the provider is able to call upon a range of professionals to help children. Currently, there are few children on roll and the provider is actively promoting the vacancies in the local area to attract more children and make the facility more well known.

### 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:

- improve the risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- improve the risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY469346
<b>Local authority</b>	Essex
<b>Inspection number</b>	933653
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	15
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Jay Childcare Matters Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07930254111

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

