

Inspection of JAKS Nursery

Twydall Primary School, Twydall Lane, Gillingham ME8 6JS

Inspection date: 3 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have a range of experiences in the nursery. They engage in their own play and demonstrate positive attitudes to the activities provided by staff. Children have many opportunities to practise their gross and fine motor skills. For example, they choose to play outside, climbing, riding, pouring and digging. Staff recognise that some children have gaps in their physical development and plan activities accordingly. This helps children to make progress in their development. Most children are respectful to each other. They play alongside each other and form friendships. Staff model this and encourage children to play alongside each other. Children acknowledge when they try hard at something. For example, they explain how difficult an activity is, while smiling, to show how well they have done. They demonstrate that they can concentrate and persevere at something even though it is challenging. Staff celebrate and praise children's achievements and their hard work.

Children enjoy looking at books together. They turn the pages and attempt to retell familiar stories. Staff promote a culture of reading. They encourage all children to be involved when stories are shared. This sets all children in good stead for future learning. Children interact with staff positively and respectfully. Staff interact warmly with children, who respond by cheering, smiling or answering appropriately. Children seek the adults to help them with their care or in their play. They form trusting relationships with staff.

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

- Leaders have a clear idea of what they want the children to learn in the setting. They have a strong rationale behind the curriculum and take into account the children's starting points. Staff consider what children need to do to achieve their next steps in their development. For example, staff plan activities to build children's core muscles and then their fine motor control. They have also introduced name recognition activities in preparation for the children's transition to school. This supports children to develop skills needed for their future.
- Leaders set aside time for staff to have meetings together. Staff use this time to discuss any concerns, share good practice and update each other on the progress of children. This helps staff to know about all of the children in the setting. This valued time also supports staff well-being.
- Staff introduce experiences that are new to children. They use observations of children to plan activities that will appeal to them, based on their likes and interests. For example, children have shown an interest in worms and bugs so staff have developed the digging area and shared books linked to this theme. This provides children with a range of experiences and helps them to find out more about their individual likes and interests.

- Staff work together to assess the children's progress and needs. This helps them to identify any children with special educational needs and/or disabilities (SEND). The nursery's special educational needs coordinator (SENCo) uses support from other agencies and follows their guidance to monitor the children in the setting. The SENCo and staff act swiftly on any developmental concerns so that children are supported to meet their next steps.
- Where practice is stronger, staff encourage back-and-forth interactions and expand on children's communication successfully. For example, children enjoy sharing their news with staff and learn new words, such as 'collect', 'magpie' and 'buttercup'. However, some staff are less confident in supporting children to hear and use new vocabulary. This means that, at times, children do not fully benefit from high-quality interactions to promote their language development.
- Staff have been supported with recent training to further understand children's development and behaviour. Although some staff can explain the strategies in place to support children's behaviour, these are not yet consistently used among the staff. This means that, at times, children are not clear about staff's expectations and do not understand the rules in place.
- Parents speak positively about the staff and the setting. They are kept up to date with their children's progress and development. Parents value that the staff know the children well and understand their needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's skills further in supporting children's communication and language skills
- support staff to develop a more consistent approach to reinforcing routines and rules for behaviour so that children understand why these are in place.

Setting details

Unique reference number	2674509
Local authority	Medway
Inspection number	10339485
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	28
Number of children on roll	60
Name of registered person	Sallywags (Medway) Limited
Registered person unique reference number	RP532400
Telephone number	07801357892
Date of previous inspection	Not applicable

Information about this early years setting

JAKS Nursery registered in January 2022. It is set in the grounds of Twydall Primary School, located in Gillingham, Kent. The nursery offers sessions between 8.45am and 3.30pm, term time only. The nursery has funded places for children aged two, three and four. There are five staff working directly with children, all of whom hold a relevant qualification between level 2 and level 4.

Information about this inspection

Inspector

Linzi Bradbury

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024