

Inspection of Little Jules Childcare

Providence Church, Mellor Road, New Mills, High Peak SK22 4DP

Inspection date:

7 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are not being given an equal opportunity to learn as much as they can. Not all children benefit from well-planned learning experiences. This does not ensure that children are well prepared for the next stage in their learning. Children's knowledge and skills, and what staff want them to learn, is not consistently considered by all staff. That said, children have a positive attitude to their learning, behave well and enjoy the activities and experiences that are offered to them overall.

Children arrive happily to the nursery and are welcomed in by the warm and caring staff. They quickly settle into their chosen play. Children have close relationships with staff and their key person. For example, babies and toddlers happily allow staff to join in with their play. Toddlers roll small balls back and forth with staff, and babies shake wooden musical instruments with their key person.

Children learn to manage and take risks appropriate to their age and ability. Older children use knives safely to cut up vegetables as they help to make a meal. Babies learn to manoeuvre themselves around the furniture and use push-along toys as they practise their walking skills safely. Children are learning about the importance of good health and how handwashing and other steps can help to keep them safe from illness. They spend time outside in the fresh air, wearing appropriate clothing according to the weather, to enable them to continue to develop their physical skills.

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

- Not all staff deliver the curriculum consistently. They do not always precisely tailor activities and experiences to help children build on the skills that they need to learn next. For example, in the pre-school room some of the younger children lose interest in helping to make real soup as staff make this task too complex. The challenges set by staff are too great and, generally, focus on the more confident and already skilled children during the activity. However, leaders and managers are aware of these gaps and have a clear focus and goal on what they want children to learn. They understand the importance of having a clear curriculum for all children to progress as much as possible.
- The manager monitors staff practice through observing staff and holding planned meetings with them. However, this is not fully effective, as she has not identified the inconsistency in the delivery of the curriculum by staff.
- Toddlers are inquisitive and curious as they explore. Staff provide resources to help challenge the toddlers in their play and learning. For example, toddlers concentrate and persevere as they gain knowledge of how to hold, open and close cooking tongs successfully. They extend their own learning as they make

sounds, banging spoons and the tongs on the metal bowls. Toddlers giggle and smile as staff praise them on their beautiful music making.

- Staff help children to broaden their knowledge of the local community and wider world. They encourage children and their families to be involved in helping those less fortunate than themselves, and to support resources for their local community. For example, they raised money for a defibrillator by climbing a local hill, and they provide 'sunshine boxes' to be sent to children in Ghana.
- Parents spoken to on the day of inspection state they are happy with the service the nursery provides. They exchange information with their child's key person during drop off and collection of their child at the nursery. However, they are not always encouraged to share their child's achievements from home enough, in order for staff to fully support their child's learning and development.
- Staff play alongside children and are positive role models for them. They create a welcoming atmosphere, which supports children's emotional health well. Babies and toddlers are learning to develop their skills for sharing and taking turns. Pre-school children spontaneously say, please and thank you without being prompted.
- Children develop their communication and language skills. This is a particular strength of the toddler room. Toddlers stop playing, listen and sometimes join in with the songs the staff sing spontaneously. They enjoy sitting alongside staff and share a book together. Staff clearly pronounce words to build on toddlers' vocabulary. Toddlers repeat and copy words, such as the word 'nappy' and 'more', during doll play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of their role and responsibilities to keep children safe from harm. They complete regular safeguarding training. Staff keep their knowledge up to date with current guidance, including guidance on allegations of abuse and the radicalisation of children and their family. Thorough recruitment policies and procedures are completed to ensure all those that work with children are suitable to do so. Staff complete risk assessments thoroughly to ensure children play in a safe and secure environment. Children are closely supervised by staff to ensure they remain safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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support all staff to help them understand how to deliver a well-sequenced curriculum to build on the skills and knowledge that children need to learn	14/01/2022
monitor staff practice more effectively to ensure the quality of education throughout the nursery is consistently good.	14/01/2022

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

- encourage parents even more to share and exchange information regarding their children's learning and achievements at home.

Setting details

Unique reference number	2619716
Local authority	Derbyshire
Inspection number	10216545
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	90
Number of children on roll	42
Name of registered person	Little Jules Nurseries Limited
Registered person unique reference number	RP555767
Telephone number	07568565553
Date of previous inspection	Not applicable

Information about this early years setting

Little Jules Childcare registered in 2020. It operates from rooms in a church building in New Mills in the High Peak, Derbyshire. It is open from 7.30am to 6.30pm, Monday to Friday, and is only closed for public bank holidays. The provider employs eight members of childcare staff, six of whom hold early years qualifications between level 2 and level 6. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the nursery.
- The inspector completed a learning walk of the setting to understand how the provider's provision and curriculum is organised.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector took account of the views from parents spoken to on the day of the inspection.
- The inspector spoke with the manager, owner, staff and the children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation, including the evidence of staff qualifications and the suitability of the adults working with the children.

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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