



Jelli Tots Nursery

Inspection report for early years provision

Unique Reference Number	EY274728
Inspection date	27 September 2006
Inspector	Audrey Opal Ufot
Setting Address	Christchurch Hall, Christchurch Avenue, London, NW6 7BJ
Telephone number	02084515477
E-mail	
Registered person	Wendy Kelly and Sarah Crawford
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jelli Tots Nursery is privately owned and was first opened in 1999. It was re-registered in December 2003 and operates from a church hall. It is situated in Kilburn in the London Borough of Brent. A maximum of 36 children may attend the nursery at any one time. The nursery is open each week day from 09:00 to 12:30 and from 12:30 to 15:00. Afternoon sessions are only available as extensions of morning sessions and not as afternoon only session. The nursery is closed for one week at Christmas, one week at Easter and four weeks in August. All children share access to a secure enclosed outdoor play area.

There are currently 34 children aged from two years to five years on roll, 17 of these receive funding for nursery education. Children come from the local and wider community. The nursery supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs 7 members of staff. Of these, 6 hold appropriate early years qualifications and one is working towards a qualification

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted as staff implement effective hygiene procedures to minimise the risk of infection within the nursery. The majority of staff hold a current first aid certificate and the rest are in the process of renewing their certificates. Staff have a good knowledge of accident recording and the process for the administration of medication for children, which promotes children's well being. Children recognise the need to follow good personal hygiene routines, for example, older children know to wash their hands when snack time is announced and after they use the toilet. Although not all staff explain to the children why hand washing is important.

Children are well nourished by a healthy and nutritious diet as their parents ensure their packed lunches are well balanced with various foods such as beans, rice, pizza, salads and fresh fruits. Staff promote healthy eating at a café style snack time when children independently choose from a range of salad foods such as carrot, cucumber sticks, pita bread and hummus. Children are beginning to develop an understanding of the importance of healthy eating. Drinking water is available to children and they independently help themselves when using a child size water dispenser. They also pour their own drinks of milk and fruit juice during snack time. Children's individual dietary needs are well known by staff.

Children use their bodies well to explore space and enjoy fresh air and exercise daily as part of the planned outdoor activities. They are developing their large physical skills as they jump, run, slide and climb. Children have a good sense of balance and space as they balance on planks, ride bikes and develop their manoeuvring skills as they steer their bikes away from others. Children participate in dance and music and have many worthwhile opportunities to develop fine motor skills, such as using pencils, scissors, stapler and a hole puncher.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are made to feel welcome in the child-friendly environment as they move freely and safely both inside and out. Staff pay high attention to ensuring risks and hazards are minimised. Good security devices and procedures are in place to protect the children's wellbeing, such as, no unauthorised people are allowed to collect a child.

Children move around the nursery with confidence, making their own choices about their play. Equipment, toys and furniture are of high quality and meet the needs of the different age groups exceptionally well. For example, children are able to build onto a partly built pirate ship. This encourages them to share with their peers and use their imagination as they role play pirate games.

Space is well organised throughout the hall and used effectively to allow children opportunities to be active and engage in floor or table activities. Children also take time to relax by reading and sharing various books in this comfortable environment. Staff have a thorough knowledge of child abuse as well as the reporting procedures that follow. As a result children's safety is promoted and their wellbeing is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They arrive happy and confident and quickly settle into the routine making their own choices about their play. Staff know children well and have built up good secure relationships with them and their families. Children play well independently choosing from a very good range of resources. Staff are close by to offer support and encourage further learning. Children are well supported in their play and development. Staff working with children under three years have a sound knowledge and understanding of child development and make good use of the 'Birth to three matters' Framework. This guides their planning and observations of children's individual progress. Staff provide a caring and stimulating environment. This encourages children to develop their independence from a young age.

The quality of teaching and learning is good. Staff have a strong commitment to improve children's learning within the Foundation Stage. They have enhanced their knowledge through studies in 'Effective Early Learning' as well as being quality assured. As a result children benefit from a well balanced curriculum. Effective observation of children's self-led play and adult led activities is used to evaluate how children are learning and achieving. In addition staff use a child involvement scale to evaluate children's involvement in activities. All of these tools are used to ensure children are consistently moving forward towards the goals set within the Foundation Stage.

Children's physical, social and emotional development is promoted well as children are interested and motivated about their learning. They settle quickly when they arrive and show a good level of concentration. Children select from a wide range of interesting resources accessible to them on low level shelving and they work independently as staff organise the learning environment well. Children also enjoy bringing in their family photographs to discuss and share at 'show and tell' discussion times. They talk about their families and share with their peers as they show a sense of self as a member of their family. They understand the rules of listening, being kind and tidying up, and follow them successfully. Children show good independence during snack time as they help themselves at the café style snack bar and use a child size water dispenser with confidence. Children enjoy a good range of resources, which are easily accessible.

Children's communication, language and literacy skills are developing well. They speak confidently and use language well to explain, recall events and connect picture to words as they say 'look daddy is going up in the sky' and 'water is turning into ice'. They are also learning to speak some basic words in French and English. Children have access to books, some of which they borrow from the library. They use name cards in practical situations, to identify their name at snack time. Children's interest in early reading is supported by good labelling with photographs around the environment. Children with speech and language difficulties and those who speak English as an additional language are well supported. Children understand that there are

different reasons for writing, and know that print carries meaning. Children have many opportunities to develop their writing skills and pencil control as there are writing materials always available for them. Some attempt to write their name on an envelope and post it. Children are confident and keen to develop their literacy skills, they seek the support of staff to help them spell and sound out the letters in their names and those of others.

Children's mathematical abilities are developing well. They benefit from good opportunities to count, add and subtract as they take part in group water play activities. They count from one to five and use their fingers to subtract from five, when singing nursery rhymes like 'five little ducks went swimming one day'. They also recognise numbers within the outdoor environment like a number five on a peddle car. Children are developing early calculating, weighing and measuring skills, as they use tape measures to measure each others height and use balancing scales to measure quantity to determine more or less. Children are skilled at designing and making small objects, like constructing a tower with different shaped wooden bricks.

Children's knowledge and understanding of the world is developing well. Children are able to explore a wide range of new experiences and investigate their environment. They explore living things, such as, observing how a caterpillar transforms into a beautiful butterfly and visit the Tate Gallery. They learn about past and present events in their lives and explore their own and other peoples cultures. Children are very confident in using scissors and know how to use a hole puncher and stapler as they staple a tail onto their kite. However, children have fewer opportunities to access a computer, to question how and why things work.

Children have good opportunities to develop their creativity and imagination. They independently select from a good range of materials to use their imagination in creative ways for the purpose of finger painting, collage, drawing and role play. For instance, children's role play in the outdoor home corner is organised by them as they bring cooking utensils from indoors to the outdoors and pretend to cook. They talk amongst themselves and make shopping lists for ingredients. Planned activities show children have good opportunity to explore music, movement and drama. Although on the day of the inspection children had fewer opportunities during the free flow play period to listen to music and play with musical instruments. Children's role play is harnessed positively by all staff who interact, praise and encourage their play.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Children learn about themselves and other cultures within their local community through relevant experiences. For example, children celebrate Christian festivals such as Harvest when children bring a small gift for a hamper which is given to an elderly parishioner. Children learn about diversity through a wide range of well planned activities, for example, they eat apples with honey when learning about Jewish New Year Rosh Hoshana. Children gain a sense of belonging in their community through outings such as a visit to the Tricycle Theatre to see a 'singing show' as they learn about Black History month. Appropriate systems are in place to support children leaning English as an additional language, such as, the use of basic words in the child's own language and French speaking parents tell a story in French to help children become familiar with routines.

Children with learning difficulties and disabilities are well supported. Staff attend regular training and work closely with other professionals to put together educational plans and keep parents well informed. Staff are committed to providing an inclusive environment for all children. Well thought out planning helps to make sure that children are included in all activities and receive the support they need to enjoy their nursery time and make progress.

Children demonstrate high levels of confidence and self-esteem; they are positive about themselves and each other, recognising and praising the achievements of others. Children behave well. They learn right from wrong in ways they understand and which encourages kindness and consideration towards each other. For example, nursery rules using photographs are displayed as reminders for children. Children have a sense of belonging, as the effective key-worker system helps them to feel included and settled. Staff are good role models, they speak to children and each other with respect at all times and children naturally copy them. Children thrive in the positive environment.

Children benefit from the friendly informal relationships between the staff team and parents. Parents feel comfortable in the nursery and are confident to speak with key-workers about their child's day. They feel welcomed and actively involved in settling in their child as they support this by filling out a 'Settling-in booklet'. Staff encourage them to stay as long as the child needs the reassurance of their presence. They receive good quality information about the nursery in the welcome pack and regular updates in newsletters.

The partnership with parents and carers of children who receive nursery education is good. Parents are fully informed about the nursery through a variety of ways, for example, regular newsletters, information displayed on the notice board, parent's information booklets and effective registration forms. This helps to ensure all children develop a strong sense of belonging, which is enhanced by the effective implementation of a key worker system. Parents are introduced to the 'Birth to three matters' Framework and the Foundation Stage curriculum through open day meetings and discussions and these frameworks are also included in the parent pack. Ongoing discussion takes place between individual key workers and children's parents to discuss their child's progress towards the early learning goals and their next steps for development. Parents also receive a written report each term and are invited to make contributions to this. They are also informed about topics and activities through plans displayed in the entrance hallway and general discussion enabling them to talk to their child about what they have been involved in. Parents have access to their child's profile booklet to look through, which includes samples of their work. Staff also share children's progress and achievements regularly with parents, identifying areas for children's learning.

Organisation

The organisation is good.

Good organisation in all areas of the provision helps to provide children with a secure and positive environment. Staff morale is good and the strong and effective team work well together to promote children's health, enjoyment and achievement. The staff team planning tools work well; they are aware of their roles and responsibilities and confidently set up the learning environment before children's arrival. This ensures that no time is lost when children are present. Appropriate systems are in place to ensure that staff suitability is confirmed.

Children have a secure sense of belonging as the daily running of the nursery is well organised and the key-worker system means that staff know the children well. Staff are well supported by the hands on manager, regular team meetings and annual appraisals. The manager actively encourages staff to attend a wide range of training and practice workshops. Staff deployment and adult to child ratios means that children are well supervised at all times, promoting their safety and supporting their individual needs.

Leadership and management of nursery education are good. The manager monitors the delivery of the Foundation Stage through observation, a child involvement scale and regular reviewing of the records maintained by the key-workers. Staff are well supported to continually reflect on and improve their practice. They are knowledgeable about the Foundation Stage curriculum and use observations and assessments effectively to evaluate how children are moving forward towards the early learning goals within the Foundation Stage. The manager works closely with the advisory teacher to monitor the curriculum and the impact on children's individual progress.

All required documentation regarding the care of children is in place, it is current, well organised and appropriately stored with an awareness of confidentiality. Policies and procedures are regularly reviewed and updated and the manager ensures that she keeps herself aware of changes in legislation and current practice.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to consider expanding the role play equipment. The provider has made improvements in the development and expansion of the role-play equipment and resources both outside in the play area and within the learning environment. This has greatly enhanced the children's imaginary play.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff consistently teach younger children about the importance of hand washing

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the frequency of opportunities for older children to access the computer
- improve the frequency of opportunities for the older children to listen to and play with musical instruments.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk