



Jelly Babies Day Nursery

Inspection report for early years provision

Unique Reference Number	316010
Inspection date	13 March 2007
Inspector	Christine Marsh
Setting Address	Chapel Street, Little Lever, Bolton, Lancashire, BL3 1HP
Telephone number	01204 412 756
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Registered person	Jelly Babies Day Nursery Ltd
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?

Jelly Babies Day Nursery opened in 1989 and operates in a converted congregational school in the Little Lever area of Bolton. It offers full day care for children aged under five years from the locality and surrounding areas. It is open from 07.30 to 18.00 for 51 weeks of the year.

At present, there are 71 children on roll, with 16 children aged three years and five children aged four years receiving nursery education grant funding. The nursery currently supports a number of children who have been identified as having learning difficulties or disabilities.

There are 20 members of staff working with the children, the majority of whom have a level 3 qualification in childcare and education or play-work. There are links with Bolton's Early Years Department who support the provision.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All staff have received first aid training that includes a paediatric element. When a child has a specific health need that requires additional training this can be arranged on site. In this way the health of all children is promoted. Staff follow good hygiene procedures that help to prevent cross-infection. Children are learning to promote their own good health, as they are being encouraged to use tissues to wipe their noses, and wash their hands before eating and after they have been to the bathroom.

Babies individual feeding and sleeping routines are respected, following discussion with their parents. Children benefit from healthy and nutritious meals and snacks. Hot food is prepared on the premises for the lunchtime and teatime meals. Menus are displayed in the entrance area for parents information. Children have fresh fruit and fruit yogurts each day. Children benefit from this good diet as part of a healthy lifestyle. Older children learn good manners as adults remind them to say 'please' and 'thank you'. Children remain continually refreshed and hydrated by the provision of drinking water at all times. Older children pour their own milk at snack times, which helps to develop their independence.

Babies are taken for walks in double buggies to give them a change of surroundings and fresh air. Children have good opportunities to get fresh air daily through playing outside in the spacious play area. Sun shades have been erected. These help to make sure that children can benefit from fresh air and exercise without too much exposure to the sun. Children exercise their muscles as they play football and chasing games. They play cooperatively with 'pull and ride' toys that require two children, one to sit as a passenger, the other to pull them along. Older children play with small balls and equipment and play team games on a regular basis. Children enjoy their weekly trips to the swimming pool and many become swimmers whilst they attend the nursery.

Children have opportunities to rest and to be active during the day. Babies sleep in a travel cot when they are tired. Toddlers sleep on mattresses with staff stroking them to help them to settle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming and secure environment. Space is well organised indoors and outdoors to ensure it is used to its full potential. Children's confidence and sense of well being is promoted because they are encouraged to move around freely and access toys. For example, in the pre-school room, resources are clearly labelled and continually available for children to select for their activities. Toddlers show their familiarity with the environment as they confidently use a dustpan and brush to sweep up spilt porridge oats, supported by adults where necessary.

Children's achievements are celebrated by carefully mounted displays of their work. Photographs of the children engaged in activities are displayed. This helps to develop children's self-esteem. Children benefit from stimulating activities in their setting, together with frequent outings to widen their experience. Children go on trips within the local area to parks, shops and the library. Older children hold hands whilst wrist straps are used with younger ones.

Thorough risk assessments of the premises and equipment help to keep children safe. The emergency evacuation procedure is practised regularly and children are familiar with it. This is important as there are several rooms and children change rooms as they grow older. Children are beginning to take responsibility for keeping themselves safe as they are reminded not to run indoors in case they fall.

Children are protected by staff's knowledge of child protection procedures. Staff ensure parents are informed of the settings responsibilities with regard to child protection and other policies during the initial visits before their child starts at nursery.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from positive interactions with adults who get down to their level and engage in creative play. For example, an adult pretends to make a cake with a group of young children playing with porridge oats. She asks how many eggs the cake will need and pretends to break two into the mixture. The children watch intently as she talks through the cake making process.

Babies begin to make connections as they explore their surroundings. They communicate by smiles and gurgles as staff respond to them. Non mobile babies are acknowledged as their carers talk to them providing different toys that make noises and are colourful to stimulate them. Children have some opportunities to play with malleable materials such as play dough. Treasure baskets are also used. These give babies opportunities to select and explore natural objects at their own pace. However, there are a limited range of objects in the basket, and many of them are plastic. This limits the experience for the babies. Toddlers are sung to and encouraged to join in with actions to songs. Staff offer lots of physical contact by means of hugs and cuddles. Children enjoy being with staff as they experience quiet times and closeness.

Staff have a good knowledge of the 'Birth to three matters' framework. Records of children's achievements are shown through photographs displayed next to a poster about the framework. These photographs demonstrate children's development, sharing information with children's parents and carers. Children benefit from staff's knowledge and experience of child development. Children are skilfully questioned and engaged by staff during activities.

Nursery Education

The quality of teaching and learning is good. Children enjoy their activities. The staff have a good knowledge of the stepping stones and of the curriculum. Planning provides a range of topics throughout the year. Children's emotional development is nurtured by thoughtful use of activities to support their needs. Children are observed in a singing activity where two children stand up, and change places. All the children enjoy this and have a turn at being the teacher

and directing other children. Such activities help to develop children's personal, social and emotional development.

Staff make the most of all learning opportunities. Children benefit from listening to stories and singing songs and rhymes regularly. They bring objects from home for the 'letter of the week' as they learn about letters and sounds. For example, for the letter 'k' children bring in a toy kitten and a kettle, and the adult talks about staff and children whose names begin with that letter. Children enjoy making marks and realise print carries meaning. On the computer, children work together, with one child reading the numbers and another moving the mouse, whilst a third watches intently. Children have fun playing with a variety of musical instruments, enjoying the sounds they create.

Mathematical learning takes place through topics on length and width as well as through songs that involve counting at circle time. Children calculate with adult support through their daily activities including number songs. Positional language and shape are reinforced as they make junk models. Scissors are used, developing children's fine motor skills as they cut out egg boxes and write their names on their Mothers' Day cards. Materials for creative activities are part of the provision that children can access independently throughout the day. Fruit printings displayed on the walls are done by children as part of these free choice activities.

Imaginative play takes place in the role play area as the theme changes throughout the year. Children can investigate materials and widen their experiences through the use of different utensils in the home corner. For example, chopsticks are available during the time that Chinese New Year is being taught. This helps children to learn about other cultures. Children learn about different countries through a topic on food that includes food tasting.

Children are taught effectively. Planning takes account of children's current development and interests. However, assessments do not state the next steps needed to support individual children's play, learning and development. This results in children's progress not being monitored fully. Records that will go on to feeder primary schools are thoroughly completed so that teachers will know what children have learnt. Parents' evening keeps parents informed of their children's progress which helps to support children's learning. Children's homework and individual contacts with parents further reinforce their learning, helping them to benefit fully from their experiences.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Their knowledge of the wider world is developed through topics on different festivals such as Divali. These topics are enhanced by additional books and resources from the local library and the toy library. Such resources and activities help to increase children's awareness of the wider world. For example, toddlers sing songs such as 'five hot samosas', whilst dressing up clothes and kitchen utensils represent different cultures. Children learn about different food around the world. Religious festivals are celebrated during the year, for example, Easter and Christmas. Children's parents sometimes come in and bring food related to these topics.

Children's experiences are enhanced by the frequent training their carers attend to update their knowledge. Where children need additional support with their learning and development, staff build this into the activities on offer. Children's emotions are valued and acknowledged, helping them to voice their feelings and cope with them appropriately. A puppet is used to talk with the children about their feelings.

Children learn good behaviour through the examples provided by their adult role models and by consistent use of the behaviour policy. Children are encouraged to play with each other and to share their thoughts and experiences during activities. The partnership with parents and carers is good. Parents views on the provision are sought. Children benefit from the close relationships between their parents and carers and the nursery staff. Children are seen snuggling up to staff and running in to hug their carers on arrival and later during the day.

Children are well supported in settling into the nursery and in their transition to primary school. In the summer term, children have school uniforms from their new schools included in the dressing up clothes. They go for walks around the neighbourhood to see the new schools and talk about them. Teachers from these schools visit the nursery. This helps children to look forward to the change ahead positively.

Organisation

The organisation is good.

The setting has two managers whose skills complement each other. The managers are committed to the staff's continual professional development and have a high regard for children's well-being as they enable staff to attend training on a regular basis. Some training is provided on the premises which ensures everyone can share views and discuss their learning. The staff team is well established and they have lots of experience of working with children. Robust vetting procedures ensure children are well protected and receive a good quality of care and education.

Space, time and resources are well organised to ensure children get the most from the provision. The outside area is well used by the different groups of children at different times of the day so they all get fresh air regularly. Some resources are shared between rooms so that children can benefit fully. Staff are well deployed so that children experience a good ratio and have plenty of attention and support.

All required documentation is in place. The setting has recently received a quality award that required extensive reviewing of all aspects of the provision to further improve children's experiences there. Policies and procedures are thoroughly thought through and well documented, helping to promote children's health, safety, enjoyment and achievement.

Leadership and management is good. Responsibilities and roles are well defined. Staff have a clear vision of how they want the provision to develop and lines of communication are good. Systems of communication in place are effective and support the delivery of education. The management team is committed and strives to support the provision of good quality nursery education for the children in receipt of nursery education.

Overall, the provision 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 ensure parents gave signed permission for medication to be administered. This has been addressed as part of the initial admission process. The provider was also required to make sure that parents have Ofsted's contact details as part of the complaints procedure. These are now prominently displayed in the entrance area. These measures help to keep children safe and healthy.

It was recommended that awareness of equal opportunities and anti-discriminatory practice should be heightened. This has been achieved by increased resources and by staff's inclusive practice that enables all children to participate fully in all activities. Staff have liaised with other professionals to support children's specific needs effectively and have attended training to learn more about particular conditions and how children can best be supported in their learning. This helps children to reach their full potential and be valued equally.

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 action in order to meet the National Standards. The provider is required to keep a record of all complaints made to parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- provide further opportunities for children to have first hand experiences exploring natural and malleable materials

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):

- ensure assessments state the next steps for individual children's play, learning and development.

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