

# Jolly Tots Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	EY308294
<b>Inspection date</b>	09/03/2009
<b>Inspector</b>	Susan Janet Lee

<b>Setting address</b>	New Bury Community Centre, Buckley Lane, Farnworth, Bolton, BL4 9PR
<b>Telephone number</b>	01204 907860
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Jolly Tots Pre-school was registered in 2005. It operates from New Bury Community Centre in Farnworth, Bolton. The setting is run by an individual. The setting is open Monday to Friday from 09.15 until 11.45 during term time. The children have access to a large playroom, bathroom facilities and an outdoor play area. Access to the property is gained at the front of the premises on the ground floor level.

The provision is registered to provide care for a maximum of 20 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children on roll. Of these, four children receive funding for nursery education. The provision employs four staff. Of these, three staff hold an appropriate early years qualifications and one member of staff is currently working towards a qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Effective policies and procedures ensure the safety and the welfare of the children who attend the nursery. Staff work to provide an inclusive environment for the children and their parents and carers. They share good working relationships with parents and they are greeted warmly on arrival. Systems in place regarding self-evaluation help to identify the setting's strengths and areas for future development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems to gather information from parents about their children's starting points and continue to develop procedures in relation to planning and assessment
- develop teaching practices to encourage children to begin to use problem solving skills to calculate
- ensure fresh drinking water is readily available to the children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure information is available regarding who has parental responsibility and legal contact with the children (safeguarding and promoting children's welfare).

23/03/2009

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

Effective safeguarding procedures help to protect children and safeguard their welfare. Staff work well together as a team and they organise time, space and resources appropriately to meet children's needs. The effective key worker system ensures that children are cared for by consistent adults who know the children well. Most required documentation is in place. However, there is no information available regarding who has parental responsibility or legal contact with the children. All required policies and procedures are in place and these work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The manager and staff demonstrate a commitment to maintaining continuous improvement. Satisfactory systems are in place to monitor the provision. Parents are involved in the evaluation process as staff invite them to complete a questionnaire at the end of the school year to seek their views on the service provided. Recommendations from the last inspection have been met. Procedures regarding planning and assessment are in place and staff have increased the opportunities for mark making in the role play area to enhance children's communication, language and literacy. Future plans for improvement are realistic and appropriately targeted to promote outcomes for the children. For example, plans include developing the provision of outdoor play and to continue working with parents to encourage them to become more involved in their children's learning and development.

The premises are warm and welcoming. Children's artwork, posters, photographs and information for parents are on display; making the environment bright, stimulating and informative for the children and their parents. Staff have experience of working in partnership with parents and other agencies to meet the needs of children with learning difficulties and disabilities. Staff are approachable and this helps to create an atmosphere that enables a two-way flow of information between staff and parents. Completed questionnaires and recent 'thank you' cards show that parents are happy with the service provided, levels of care and activities afforded. Parents feel that staff are supportive and that the children have lots of fun and enjoy their time at the setting.

## **The quality and standards of the early years provision**

The children have access to a range of interesting activities and they are happily engaged and occupied. They also benefit from activities outside the setting as they visit a farm and the library, and go for walks in a local country park. These activities help to widen children's experiences and develop their awareness of their local community. The environment is appropriately organised and conducive to children's learning. Resources are labelled and stored at child height. The children are able to freely access toys enabling them to make choices, initiate their own ideas and develop independence. Planning and assessment records do not yet give a clear picture of children's progress. This is due to the fact that planning and assessment is still in the very early stages of development and parents do not

always complete and return the booklet given to them to gather information about their children's starting points.

Staff deploy themselves well and they support the children in their play and learning. They share warm relationships with the children, who are happy and settled in their care. The children explore their surroundings with interest. They develop good self-help skills as they pour their own drinks at snack time, put their pots in the sink after finishing their snack, put on and take off their coats and help to tidy up. The children use language well to explain what they are doing, to ask questions and to add narrative to their imaginative play. They develop an awareness of mathematical concepts such as number, shape and size through daily routines, stories and play activities. However, there are limited opportunities for the children to use problem solving skills to begin to calculate. The children enjoy play with small world resources. They are able to sort animals into groups. They then put the animals in the back of a tractor and take them for a ride around the farm. The children listen to and join in stories in a small group. They build up a repertoire of songs and enjoy singing songs and joining in with the actions. They explore sound as they sing quietly and loudly.

The children have many opportunities to enjoy and develop their physical skills in the fresh air as they play outdoors every day. The outdoor play area benefits from safety surface which is brightly painted with numbers, letters, shapes, a roadway and zebra crossing to encourage children's physical activity and motor skill development. The children have access to a range of outdoor play equipment to help them learn about their bodies and develop control and co-ordination. The children walk, run and jump. They enjoy riding bicycles and scooters around the roadway and give their friends a ride on the seats at the back of the bicycles.

Staff apply effective strategies to help promote children's social, physical and economic well-being. The premises are well maintained and staff exercise good hygiene practices to minimise the risk of cross-infection. Staff have a good understanding of safety and all reasonable steps have been taken to ensure the environment in which children are cared for is safe and secure. Staff have a sound understanding of child protection matters and procedures and this helps to safeguard children's welfare. The children develop an awareness of healthy eating as the setting provides snacks that are well balanced and wholesome. Drinking water is available to the children upon request but it is not readily available for them to access independently. The children develop a sense of belonging. They move around with ease and confidence and play happily with other children. They have access to a range of resources that reflect diversity and celebrate their own and other festivals; helping them to develop an understanding of themselves, each other and the world around them. Staff act as positive role models to the children. They treat the children with care and respect; they are polite and encourage the children to share and take turns. As a result, the children develop an awareness of what is expected of them and they are polite and behave well.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.