

Jitterbugs Nursery

Inspection report for early years provision

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Inspector Jane Elizabeth O'Callaghan

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Jitterbugs Day Nursery is one of two nurseries run by Jitterbugs Nurseries Ltd. It opened in 2003 and operates within a detached single storey building in Milnsbridge, Huddersfield, West Yorkshire. The nursery is open each weekday from 7.30am to 6pm, 51 weeks of the year and is closed on Bank holidays. The nursery provides a school escort service and wrap around care for children who attend school on a part-time basis.

Children are cared for in three separate playrooms according to age, each with separate outdoor play areas. Additional office, staff and kitchen facilities are located within the building. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. A maximum of 40 children may attend the nursery at any one time, and there are currently 53 children aged from birth to five years on roll. The nursery is in receipt of education funding for those children of eligible age. The nursery employs 14 members of staff. Of these, eight hold a level 3 National Vocational Qualification(NVQ), one to a level 4(NVQ), four to Level 2(NVQ) and several staff working towards further qualifications in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff develop good partnerships with parents which contribute effectively to their knowledge and understanding of children's individual needs. Regular observations and assessments of children's progress help the nursery to provide a good range of interesting and stage appropriate activities and experiences. The management are aware of the nursery's weaknesses and have addressed these. Management and staff demonstrate a positive attitude towards training and development to further improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure observations are clearly linked to the areas of learning
- develop procedures for practising and recording the emergency evacuation
- develop children's opportunities to become more involved at meal time.

The effectiveness of leadership and management of the early years provision

The management and staff are clear about procedures to follow to safeguard all children and ensure that adults on the premises have appropriate background checks. Staff demonstrate a good knowledge and understanding of safeguarding children and are able to respond appropriately should child protection concerns

arise. The nursery has a designated person who has attended training in safeguarding and fully understands the responsibilities. The nursery have strong written and recorded risk assessments that cover all areas that children access, including outings that children go on.

The management ensure that all staff are encouraged to contribute to self-evaluating the provision and to develop a good learning environment for children of all ages and abilities. Staff attend a wide variety of training, which is identified through regular staff meetings and individual appraisals where there needs are identified. Staff work well together and are continuing to develop further qualifications in childcare.

The nursery ensures that parents receive a wide selection of information; they have regular newsletters sent to them, an informative notice board, access to their children's profiles and daily diaries of their child's day. The nursery also offers parents an unlimited settling in period for their children and that they are fully aware of all policies, procedures and their child's key person. The nursery also has good links with other outside agencies and liaise well with schools and other settings that children are attending.

The nursery promotes equality of opportunity, they liaise well with agencies for children and parents that require support in the children's development and to meet individual children's needs. The nursery has welcome posters displayed throughout the nursery to ensure all children are valued regardless of their culture and ability.

The quality and standards of the early years provision and outcomes for children

Nursery staff have good knowledge and understanding of the Early Years Foundation Stage and have a good key worker system which supports children in their development. All staff do comprehensive observations and photographic evidence in their profiles. However, observations are not clearly linked to the areas of learning. Planning is informative and covers all areas and staff record children's starting points and also the child's next steps of learning. Staff ensure that activities are adapted to children's stage and ability. For example, in the baby room, activities are placed on the floor for easy access, whilst more able children sit at tables to play. Parents are encouraged to contribute to their children's achievements as are the children themselves asked what activities they would like to do. For example, children and parents write their ideas for activities on a wish tree and staff then incorporate this into their planning.

All staff have good relationships with all ages of children, they respond well to their peers and make friends easily. Children of all ages play well together, they share and take turns when playing a matching picture game with staff. Children's behaviour is good, they are encouraged to sit to the table at meal and snack time where they are reminded by staff to say please and thank you. There are posters around the more able children's play area reminding them of how to behave. Children of all ages show a good sense of responsibility and behave well within the

setting.

Children are happy and settled in the warm and welcoming environment. They enjoy the free access to the outdoor areas, where they play with a good range of toys and activities. For example, children ride bicycles, balance on scooters and throw balls to each other. Babies crawl in and out of their play room to their own outdoor area to play with hoops which the staff roll to them, whilst others climb up the slide with adult help and then come down it laughing and giggling as they reach the bottom. Knowledge and understanding of the world is well promoted in the setting. Children of all ages get excited as they wait for 'Zoo Lab' to arrive. Staff explain that there are going to be lots of different animals to see, children talk about the animals they know 'I have two cats' one child explains. Children are keen to feel and touch the animals that they see, along with the staff children count the legs on the spider and are amazed when they are told that the tarantula has eight eyes. Children then compare that they only have two eyes and also count their own legs and eyes. When shown the millipede, children respond telling everyone how many legs it has got 'loads' and that 'it is like a worm and they live in compost heaps' and they explain that this is where we keep the old vegetables. Children also access a garden area where they grow their own vegetables for their dinner and plant seeds with help from staff.

The nursery develops children's understanding of safety, through visits from the police service and themes about road safety. They play in a safe environment where safety gates are in place, plug sockets are protected and children access secure outdoor areas. Evacuation procedures are displayed throughout the setting, and fire drills are practised occasionally. However, there are no records of when these are carried out. All children have a good awareness of personal hygiene, they wash their hands before meal times and remember that they need to wash their hands as they had touched and stroked the animals. Children access their individual towels after they have washed their hands.

The nursery provide healthy and nutritious meals for all children, they are cooked fresh on the premises and some meals are pureed for babies at parent's wishes. Children of all ages sit at tables with the staff and babies sit in feeding chairs. Staff and children socialise and talk about home life and things happening at the nursery. However, staff do not promote children's independence at these times. All children access drinks throughout the day and more able children recognise their own cups. Staff cuddle babies whilst they give them their bottles of milk and all children have snacks of fresh and dried fruit available.

Staff develop children's understanding of diversity through a good range of activities, celebrating of festivals and special events. For example, photographs of children making biscuits for 'Red Nose' day and seeing Father Christmas. Staff learn languages of children of a different culture to ensure that both children and parents feel welcome and part of the nursery environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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