

Jellie Tots Pre-school

Inspection report for early years provision

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Inspection date	03/12/2009
Inspector	Sandra Laura Bates
Setting address	Rivermeads Hall, Staines Road, Twickenham, Middlesex, TW2 5JA
Telephone number	020 8255 0880
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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

Jellie Tots Pre-school registered in 1997. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is registered to provide sessional care for up to 26 children aged between two years and five years, and currently has 29 children on roll of whom 14 are in receipt of nursery education funding. The setting supports children who use English as a second language and those with special educational needs.

Jellie Tots Pre-school operates from a community hall situated in a quiet access road in a largely residential area of Twickenham. There is a secure outdoor play area. Children are drawn from the socially diverse local community. The group is open from Monday to Friday from 09:15 am until 12:15 pm during term times only.

A total of seven staff members work with the children on a rotating basis, with a minimum of five staff present at any time. All staff hold a relevant childcare qualification, and six are first aid trained.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes the welfare of children, and supports their learning and development needs very well. The setting is particularly good at ensuring that all children feel included and that their individual needs are fully met. The care taken to ensure that appropriate support for any additional needs is provided, both within the group of children and the staff team, is exemplary. Staff work together effectively as a team, and share a commitment to continuous improvement and enhancement of their skills through careful monitoring and self-evaluation. This means that strengths and weaknesses are swiftly identified, and practical, achievable targets to improve outcomes for children are set.

What steps need to be taken to improve provision further?

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

- review the policies and procedures to ensure that they are updated in line with current practices, for example, the Local Safeguarding Children Board, and the contact address for the regulating authority
- ensure that planning clearly traces how activities are differentiated for individuals or groups of children, and how achievements are linked to the early learning goals
- increase the opportunities for children to use, and experiment with, realistic information technology, for example, programmable computer systems.

The effectiveness of leadership and management of the early years provision

The manager involves the staff team in all aspects of the planning and delivery of the service. They share ideas and evaluate what has gone well on a daily basis. This means that they are able to ensure that the provision is fresh and meets the needs of the children attending. All staff are involved in the self-evaluation process and feel that their views and ideas are valued. Staff speak highly of the support they receive from the manager and the shared expertise of their peers.

Staff understand their roles and responsibilities very well and this ensures that there are smooth transitions between the activities and routines during each session. The creative, adaptable organisation of the setting and the resources within it, provides plenty of opportunities for children to develop their skills and knowledge across all areas of early learning. Staff fully understand the policies and procedures of the setting and have individual copies of these for reference.

The setting provides excellent support for children with additional or special educational needs. For example, staff speak a variety of languages and all are trained to use Makaton signing. Signing is an integral part of the daily routines, which means that all the children begin to learn to use this additional means of communication. The clear equality and inclusion policies are implemented in daily practice. The arrangement of the play space means that all the children can make independent choices and access all the activities and resources with ease. The cultures and traditions of children from a broad range of backgrounds are well supported with resources, activities, foods and celebrations.

Children are cared for by a high ratio of suitably qualified and fully vetted staff. Staff have a clear understanding of safeguarding issues. They are confident in their ability to identify any signs or symptoms of abuse, and know the steps to take if they have any concerns about a child's welfare. There is close attention to practical safety. Effective, comprehensive risk assessments ensure that any potential hazards are identified and appropriate steps taken to reduce risks to children.

All the required regulatory documentation and records are in place and are well maintained in general. A comprehensive range of policies and procedures underpin the provision, although these have not been recently reviewed in line with such changes as the Local Safeguarding Children Board.

The engagement with parents and carers is exemplary. Excellent links between children's homes and the setting help to ensure that the learning process is a shared experience. Staff visit children in their own homes to establish their needs and preferences which helps them feel more settled when they begin to attend the setting. Parents take home exciting play bags full of imaginative items for them to share with their children. Individual books which detail special events both at home and in the setting, and a special toy whose travels are documented by each child in turn, helped to reinforce these links. Feedback from parents is extremely positive in all respects. They really value the family feel and the excellent connections between their homes and the setting. Parents feel that their opinions

are valued, and this is reflected in recorded evidence which indicates that the setting has acted on suggestions from parents.

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

Staff support children's learning very well, effectively extending children's thinking as they play. Both the indoor and outdoor areas are in daily use as part of the learning environment. The simple, effective arrangement of the surroundings helps children to focus and this is evident in the sustained interest that many children show in the activities on offer.

The day-to-day planning is based upon the children's individual needs and preferences, and situations that they may be experiencing in their own lives. This means that planning is very relevant and child centred. As a result, children are very interested in the activities arranged for them. Effective observations and assessments mean that staff are able to offer targeted support to ensure that all areas of learning are covered by each child and their next steps identified. However, the planning is quite informal and it is not always obvious how the themes and topics link into the daily activities, and how these are differentiated according to the needs of each child.

Children thoroughly enjoy their time in the setting. They come in confidently and find their name cards which they carefully place on a display board. Staff establish children's starting points in a variety of ways, including obtaining detailed information from parents, and by their own assessments as children begin at the setting. Children are actively involved and participate fully in the interesting activities arranged for them. They are happy to work alone and independently or to share their play experiences with their peers.

Children move around the setting with confidence and are beginning to learn about how to keep themselves safe because staff talk to them about personal safety during the everyday routines. For example, staff ask the children why it is important to walk carefully as they prepare to go through the door to play outside, and children reply that this is so that they won't trip and fall over and hurt themselves. Children behave in a confident and articulate manner in the company of staff and any other adults who may be present. For instance, they spontaneously come and introduce themselves to the inspector, asking her name and questioning her role within their setting.

Children develop good personal hygiene habits. They use the well provisioned toilets independently and wash their hands afterwards. Staff carry protective gloves around with them so that they can deal swiftly with accidents involving any body fluids. Children play energetically every day outside if the weather permits, and in good weather free flow play between the indoor and outdoor areas is the general practice. Children independently find their own boots and do up their coats, and talk about running and getting warm. Children help to prepare the fresh fruit that is provided for their snack. They choose when to come and help themselves and many are able to pour their own drink of water or milk. There are

clear guidelines to protect any children with allergies or special diets.

The setting is extremely good at ensuring that all children feel included. Staff talk to children about making their new friends feel welcome in the setting. The excellent links with children's homes and families helps them to understand their place in the wider community and how this fits into the routines of the setting. Topics are often chosen to support a situation that a child is currently experiencing. For example, a new baby in the family, or someone who has needed hospital care. Children begin to understand that all people are different, for instance they may speak a different language or have a disability. The resources and activities promote children's understanding of a wide range of cultures and traditions. Children behave very well in general and are responsive to the clearly expressed and relevant wishes of the staff. Great friendships are made between the children and good relations with staff members are very evident. Children are enthusiastic about what they are doing and join in happily with group activities.

Children participate in a very wide range of activities and use resources that support their learning in all areas. For example, they make patterns with blocks and count these as they arrange them in colours. They hugely enjoy blowing bubbles outside, laughing and exclaiming at the size and colours of the bubbles. This activity prompts much discussion about the weather as the wind blows the bubbles away. Children make their own play dough, carefully mixing and pouring in water and glitter to their own satisfaction. The resulting dough finds its way into various other areas of the play room, for instance, being turned into 'medicine' in the role play area to ease a staff member's 'poorly head'. Children use resources that reflect everyday technology such as a toy computer, telephones and tills. They use their communication skills as they make voice recordings using a tape machine. Staff find this very useful to play back when assessing children's progress. Children occasionally use a real laptop computer, but the opportunities to experiment with information technology are limited. The setting makes detailed records to go forward with the children into their next stages of education. Children are prepared for this by targeted experiences and activities in the lead up to such changes so that they begin to learn what it will be like at school. Parents are encouraged to play a part in this aim, for instance, by leaving their child at the setting door rather than coming in with them, and encouraging self-help with coats and shoes.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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