

Jelly Babies Day Nursery

Inspection report for early years provision

Unique reference number	316010
Inspection date	16/02/2010
Inspector	Rachel Ruth Britten
Setting address	Chapel Street, Little Lever, Bolton, Lancashire, BL3 1HP
Telephone number	01204 412 756
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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

Jelly Babies Day Nursery was registered in 1990. The setting is privately owned and operates from a converted school building situated in the Little Lever area of Bolton. Children are cared for within five rooms located on two floors. There are secure areas available for outdoor play. A maximum of 60 children aged from birth to five years may attend the setting at any one time. The setting is open five days a week from 7.30am to 6pm all year round. Children attend from the local community and surrounding areas.

There are currently 82 children on roll aged from six months to four years. All of these are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The care offered to children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports a number of children with special educational needs and disabilities and is able to support children who speak English as an additional language.

The setting employs 26 members of staff including the managers. There are two members of staff working towards Early Years Professional Status. There are 18 staff qualified to level 3 in early years and three staff are qualified to level 2. Two of the level 2 staff are working towards level 3 and three of the remaining unqualified staff are working towards a recognised early years qualification. In addition, the setting employs a cook and an administrator. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully meets the needs of each child, recognising each child as an individual and excelling at valuing their diverse family cultures and traditions. Experienced, motivated staff provide well for children's welfare and development, so that their overall progress is good. Children are well safeguarded overall and enjoy stimulating opportunities to develop their social and independence skills. Partnerships with parents are outstanding and strong links are developing with schools and other involved providers. Self-evaluation tools, early years advice and training are utilised excellently to identify and undertake continuous improvements which build upon the setting's already good provision.

What steps need to be taken to improve provision further?

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

- make regular summary assessments of progress to identify learning priorities and next steps plans for each individual child and use these to help with room moves and partnership with parents

- ensure that the key person takes responsibility for establishing starting points alongside parents and develops a genuine bond with the child, offering a settled, close relationship to best meet the needs of each child in their care
- ensure that risk assessments for regular outings are reviewed each time the trip is undertaken and that they provide full and useful information to ensure the safe conduct of that trip
- notify all staff that they are expected to disclose anything which may disqualify them from working with children or affect their suitability to do so.

The effectiveness of leadership and management of the early years provision

The setting safeguards children and promotes safety well. Staff are warm and vigilant and consistently employ robust registration, emergency evacuation, accident and medication administration procedures. The indoor and outdoor activity areas are regularly checked by staff using suitable risk assessments, so that play areas are accessible and stimulating, yet easy to understand and keep safe and clean. Risk assessments are used to promptly highlight and rectify maintenance issues so that the environment and resources are in very good working order. An alarmed front door, supernumerary management staff and checking of visitors also assure children's safety effectively. Outings are risk assessed and frequent head counts are conducted and noted. However, the risk assessment for the weekly swimming baths trip is not comprehensive enough to best support safety and so staff have not been using it each time it is conducted. Child and staff records and documents are extremely well organised, reviewed and available for use and inspection. Policies and procedures are regularly reviewed and are given to parents and staff alike. For example, there are suitable social networking, camera and phone policies implemented following recent safeguarding cases in the media. All staff are undertaking in-house safeguarding training and are confident to identify child protection concerns. Evidence of vetting is available for all staff, but there is no system to ensure that staff notify any matters which may adversely affect their continuing suitability.

Leaders and managers communicate their vision for implementing the EYFS with great enthusiasm and genuine commitment. Reflective practice, self-evaluation, action plans, training and advice are exceedingly well utilised at all levels. All staff are involved with continuing to improve both the environment and the standard of teaching and learning. There is a great spirit of openness between staff and managers as they work together with the children's centre teacher to implement changes, choose new resources and upgrade the building. For example, plans for the outdoor areas have been put together with staff and parents. Staff are working in pairs to create themed resource boxes for project work outside. Similarly, all room staff are planning together each week based upon children's interests and are adopting improved ways to record spontaneous observations of children's progress. Room leaders are undertaking the appraisals of their room staff and together staff have prepared simple picture books about their rooms to help prepare children when they are moving up to the next rooms.

Very successful partnerships with parents give them confidence in the setting and

ensure that children have a very good sense of belonging. Parents are regular visitors to the setting, helping children to learn about the foods, costumes, music and traditions of their various countries of origin and cultures. Information about children's activities is current and attractively displayed for everyone to celebrate. Planning, photos, daily report sheets, observation notes and children's individual record books are always available, although regular summary assessments of children's progress are not made at present and files are not all easy to see. This makes it harder for parents and others involved to easily see their child's progress over periods of time. Nevertheless, action plans from therapists are shared and used when children have identified special educational needs and development records are shared with reception teachers when children are preparing to move on to school. When a child first starts, parents receive a brochure tailored to the room into which the child will be going. Parents are encouraged to contribute initial information and thereafter they are regularly able to contribute interest sheets. These are well used by staff to incorporate children's home experiences and interests into the activities of the nursery so that there is consistency and celebration of each individual. Parents are highly satisfied with the setting and their constructive feedback and ideas are obtained through annual questionnaires, emails, newsletters and visits.

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

Adults support each child's learning and development well, using the wealth of excellent and sustainable resources. Children have a simple routine to their day and can choose to use resources in a variety of ways, both indoors and out. For example, babies' senses are well stimulated with a variety of boxes containing brushes, fabrics, variously filled plastic bottles, mirrors, bells and hanging kitchen utensils. All children are enjoying natural wooden materials for problem solving, sorting and investigative activities and there are accessible messy play materials and good quality role play equipment in all rooms. Older children self-register, finding and attaching their name card to the chart and children can proudly display their artwork and creations around the setting for all to see. Strategies to ensure equality and diversity are working extremely well. For example, children have made personal family books using photos of their relatives, pets and homes which they keep handy, share with their friends and use to talk about and value one another's differences as well as supporting their sense of belonging and individuality. Similarly, word labels showing the Indian home language of their parents are displayed by key objects. Parents come in to support baking and celebration activities based upon the traditions of their home countries, such as American Thanksgiving.

Regular activity planning is based around children's interests and diverse themes and celebrations to support children's knowledge and understanding of the world and their community. For example, activities are linked to Pancake Day on the day of inspection. Resources are invitingly set out to continuously provide play opportunities linked to the six areas of learning, so that staff can spend time alongside children when they have initiated their own play choices. Staff question, challenge and extend children's competence and learning through a good balance

of child-initiated and adult-led planned activities. Relationships between children and staff are good because staff are well trained, consistent and committed. On occasions, however, the identification of new key workers is not prompt and daily routines do not maximise the time children spend with their key worker. This slightly holds back the genuine bonds which enable children to make the best progress.

Children have good opportunities to grow in independence and confidence as they do more for themselves to look after their own health. Toddlers wipe their hands and faces before lunch and role play with dolls using the potty and emptying it. Pre-school children are learning how to use the serving trolley to collect their lunch and then return to sort their empties. They also pour their own drinks, travel on the minibus and change for swimming, all of which prepares them well for starting school. All children's individual successes are celebrated so that they feel special. For example, special examples of kindness or progress are posted on the celebration tree in the nursery entrance for all to see and happy moments of play, activity and discovery are photographed, shown on the digital photo frames, and displayed in each room. Babies take home celebration certificates, perhaps saying 'I can crawl'. Pre-school children get to know the schools they will be attending through visits and return visits from their future reception class teachers. Learning is firmly linked to home and family too. For example, parents of babies who report that they are fascinated by phones and computers make sure that these are available for play and exploration for the babies. Similarly, pre-school children and toddlers can take home the story sacks they use in nursery, so that parents can share familiar stories and use the same puppets and props.

Children have good opportunities to learn about keeping themselves safe and well, both indoors and out. There are frequent visits to the nursery from people who help us, such as firemen, doctors and police. Dressing up clothes, role play materials and small world figures are regularly chosen and used to actively rehearse situations where understanding of safety can be consolidated and extended. Children walk locally to parks, shops and the library, learning to walk and cross roads safely and stay with familiar adults. Babies often sleep in prams in the fresh air and pre-school children extend their understanding of how communities work as they visit the local church when they are learning about weddings. The outdoor play areas are well used too for play, discovery and all aspects of learning. Children are enthusiastic learners, but play with care and consideration for others. They make appropriate relationships and behave well. Healthy eating is always on the menu, with fruits, vegetables and hot meals twice each day. Only water or milk is served between meals and children can freely access their own drinking cups.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	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