

Jelli Tots Nursery

Inspection report for early years provision

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Inspection date 06/10/2010
Inspector Helen Steven

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Jelli Tots Nursery is privately owned and was first opened in 1999. It was re-registered in December 2003 and operates from a church hall situated in Kilburn in the London Borough of Brent. A maximum of 40 children may attend the nursery at any one time. The nursery is registered on the Early Years Register. There are currently 38 children from two to four years on roll, some of whom receive funding for nursery education.

The nursery is open each week day from 9am to 3pm, children attend either mornings or full day. The nursery is closed for one week at Christmas, one week at Easter and four weeks in August. All children share access to a secure enclosed outdoor play area. The nursery supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs eight members of staff all of whom hold relevant early years qualifications. There are additional staff to provide cover and specialist staff carry out sessions for French, Yoga and Gymboree. The nursery has links with a local children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a nurturing and stimulating environment, where their care and education needs are met to high level. The staff team are committed and enthusiastic and are supported effectively by the dedicated owners/management team who are passionate about meeting the needs of all children. The nursery effectively promotes equality and inclusion across all aspects of the provision and has excellent links with other agencies to support children's individual needs. Vigorous use of self-evaluation and reflection, along with a commitment to build upon existing practice, means that the nursery demonstrates an excellent capacity to maintain continuous improvement. The systems in place for working in partnership with parents and carers and involving them in their child's care and education are very well established.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the procedure to be followed in the event of a parent failing to collect a child at the appointed time

The effectiveness of leadership and management of the early years provision

Comprehensive awareness of safeguarding issues among staff, along with ongoing, training ensures children are safe and secure. Children are safeguarded by thorough recruitment and vetting procedures, including the successful staff induction. For example, new staff feel they already know many of the children well due to time afforded to enable regular sharing of information between staff. The owner/managers have developed a comprehensive range of policies and procedures that ensure the smooth running of the nursery and the children's safety and well-being. However, the procedure in place for uncollected children has not been updated to reflect the changes to the nursery's practice. Parents are provided with a copy of the key policies within their handbook and have access to the nursery's website. Risk assessments on the building and activities are carried out regularly and daily checks are carried out each morning to ensure the environment is safe and secure. Staff are deployed effectively and know their roles and responsibilities.

A robust system of self-evaluation and monitoring ensures that action plans are well targeted to bring about meaningful improvements to the outcomes for children. The whole staff team is involved in this process and shares a clear ethos that puts the needs of children first. For example, vast improvements have been made to the outside areas since the last inspection. The setting has implemented effectively the recommendations made from the previous inspection report. Management is developing a culture of reflective practice and actively supports continuous professional development for all staff. Inclusion is promoted throughout the setting through the clear identification of each child's individual needs. This process is successful as an effective key person system is in place; this relationship begins prior to the child starting the nursery. Parents reports that home visits work extremely well as children recognise their keyperson on arrival at the nursery. As a result, new children have settled well this term and the strong bonds with their keyperson are very evident. Good links with other agencies ensure that other professionals are also able to contribute to the support of children's individual needs. The setting has begun to share best practice with other early years providers through local networking.

There is a strong partnership with parents and information is comprehensively exchanged. A texting system has been introduced to provide instant communication and to deliver gentle reminders to parents and carers. Parents are extremely positive in their feedback about the nursery; they feel that the nursery is a happy learning environment where their children have made 'huge progress'. They appreciate the photos and observations, finding the children's profiles 'impressive' and 'amazingly specific'. Parents report to have excellent relationships with the staff and feel that children's behaviour in the nursery is very good. Planning processes are responsive to the identified needs of children. Morning staff meetings enable the staff to plan effectively each day and identify target children's individual plans. For example, children showing great interest in a mechanical train had their learning extended by an outing to the local railway station and a trip on the overground train. Furniture, equipment and resources are of high quality and

suitable for the ages of children to support their learning and development. Free-flow access to a well-equipped outdoor area provides children with varied range of experiences across all areas of learning. Resources such as umbrellas protect children from the rain and provide fascination for young children who relish the opportunity to put them up and down.

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

Children are extremely happy and content in this welcoming setting. They are enthusiastic learners because the learning environment is made accessible and vibrant with a continuous provision of rich activities. Young children seek out their keyperson when they feel the need for comfort or reassurance. Free-flow activities encourage all children to exercise choice and to explore, both inside and outdoors whatever the weather. Long and medium term planning is completed and covers themes and topics that support all areas of learning. For example, children's interests in monsters are explored as a theme, they read books such as 'where the wild things are' and create clay monsters with numerous eyes and pipe cleaner legs, they report that their creations are 'not scary', but 'cute'. Daily plans follow observations of children, take into account their interests and supports their learning needs towards the early learning goals on an individual basis. Staff know the children very well and all activities are differentiated to meet individual needs, for example, young children have their first experience of preparing items for the snack bar. They start by making milkshakes, carefully cutting the fruit concentrating intently and, under direct supervision, using the blender. Staff use the opportunity to discuss hygiene, healthy eating and safety considerations. Comprehensive development files evidence children's consistent improvements in all areas. Observations are supported with photographs and some examples of children's work. A review of children's progress is completed regularly and parents report that they are actively involved in setting targets towards the Early Learning Goals. Parents and carers are actively encouraged to take home their children's profile books and their contributions are positively welcomed.

Children share their ideas with their peers when playing in a cosy corner with puppets. Staff follow their lead, becoming the ticketed audience members of the impromptu show. Staff work exceptionally well with the children and enhance their experiences. For example, the role play area is veterinary surgery and children have been able to experience animals first hand as visitors bring their pets to the nursery. In addition the children are caring for a guinea pig to help them learn about looking after animals. One child bandages a 'sick' soft toy with masking tape, skillfully cutting the tape and winding it around the injured limbs. Children explore rhythm as they use a variety of musical instruments to accompany their singing. Children become aware of their environment as they can use magnifying glasses to look at minibeasts hiding in the woodpile in the garden. They have the opportunity to access information and communication technology on a daily basis and become aware of the time as a result of the routine of the nursery. Children's home languages are known to their keyperson and useful words are obtained to support their well-being. Children learn French each week and demonstrate to

visitors how they can count and recall words. Children become aware of shapes within their environment when they search the community to find rectangles in the bricks of buildings and circles on the wheels of cars. Children check labels to see the size of dressing up clothes and skillfully complete puzzles. Staff have identified through monitoring that Problem solving, Reasoning and Numeracy is an area they wish to develop and they are currently working on ways to further improve this.

Older children confidently talk to visitors about their favourite activities and their experiences. Notice boards inform children in pictures and words of the staff present and the activities available for key group time. Children are all absorbed in story-time, they listen intently to the tale, respond to questions and join in repeated phrases. They are encouraged to talk to each other in order to share ideas and problem solve. Language groups are in place to support children's communication skills and regular visits from speech and language therapists ensure that children's individual needs are met well. In addition, Makaton is used routinely throughout the day to help children communicate. Opportunities to mark make are throughout the environment, for example, in role play areas and in the garden. Children whizz around the garden negotiating space on tricycles and scooters. They are able to make use of a climbing wall and benefit from weekly yoga sessions and music and movement sessions.

Children demonstrate a sense of how to keep themselves safe as they undertake regular fire drills. Staff inform new children not to run with scissors gently explaining why it is dangerous. Children benefit from a good selection of healthy, nutritious snacks available at the snack bar. Pictorial prompts show children what is available, for example, fruits, vegetables, cereal and hummus. Young children relish the opportunity to serve themselves and are supported in pouring milk onto their cereal, shouting 'yeah' at their accomplishment. A staff member is on hand to support children in making choices that are suitable for their own dietary needs. Children are aware of which foods are good for them, explaining to visitors that if they eat sweets their 'teeth would break up and would need a filling'. Established children are very well behaved and cooperate well during play as they share resources and take turns. They respond to requests by staff, for example, to take the hoops into the garden as they are outdoor toys. They negotiate with staff, for example, dividing their lunch into two sections and asking if it is okay to just eat one of the halves.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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