

Jolly Tots Pre-School Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Jolly Tots Pre-School Nursery was first registered in 1997. In 2007 the setting changed to a limited company. It operates from three playrooms within converted premises in the village of Burley-in-Wharfedale. An enclosed outdoor play area is available. The nursery serves the local and surrounding areas.

The nursery is registered to care for a maximum number of 57 children at any one time within the early years age range and is registered by Ofsted on the Early Years Register. They provide funded early education for three and four-year-olds. Opening times are from 7.45am to 6pm from Monday to Friday, for 51 weeks of the year. Children may attend on either a full-time, term-time or sessional basis. There are currently 120 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Twenty eight staff are employed, which includes the two directors and one Early Years Professional. Of the staff team 22 hold early years qualifications, some of these are to advanced levels. The nursery has completed a Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures that staff enhance all aspects of children's welfare and learning. Children play in a very safe and secure environment, however, a legal requirement relating to accident records has not been met on occasion. There are excellent opportunities for children to learn about their local area and the world around them. The partnerships with parents, other local providers and outside agencies are significant in making sure that children receive excellent continuity of care. All children progress well, given their age, ability and starting points. Continual reflective practice ensures that the management team and staff instigate purposeful change and has a considerable impact on the outcomes for children.

What steps need to be taken to improve provision further?

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

- inform parents of any accidents or injuries sustained by the child (Promoting good health).
- 27/04/2011

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

- develop the use of the regular short observations to identify the immediate

developmental needs of children through all the areas of learning.

The effectiveness of leadership and management of the early years provision

Secure, robust recruitment and induction procedures ensure the suitability of all staff. The management team use ongoing appraisals and continuous professional development opportunities to enable all staff to develop their practice. This ensures that all children receive quality care and education. The staff team is well established and they work well together. Communication between them is continuous so they all fully understand their roles and responsibilities. All documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place. Children's safety and security is paramount. Staff are observant of children and aware of potential hazards so that they effectively promote children's safety throughout the setting. They strictly control access to children's care rooms, particularly at busy drop off and collection times. Managers and staff respond well to any incidents by reporting them correctly in line with procedures. However, parents do not always sign the accident book to acknowledge that staff have informed them of the incident. This is a breach of regulation. Staff know, through training, how to identify and act on any safeguarding concerns or children's additional needs. There are excellent working practices with other agencies to further support children. The provision makes first class use of resources, both inside and outside the setting. This supports the needs of all children and provides a fully inclusive provision. The setting operates an effective key person system. Consequently, children benefit from the emotional security that familiarity of people, places and experience brings.

Parents highly value the service they receive. They are included extremely well in the life of the setting and in their child's learning. For example, a thoroughly enjoyable family treasure hunt around the village provides the setting with an abundance of photographs to display on village life. Parents find the transition arrangements particularly good and comment that staff are 'wonderfully supportive and reassuring'. The excellent links with families are highly effective in identifying and supporting children's individual needs. Staff ensure that they exchange a wealth of information so that they are knowledgeable about each child. They make the best possible provision to meet the children's differing speech, language and communication needs. Well-planned transition between rooms ensures children settle well into their new environment at a pace that suits their individual needs. Strong links are in place with other schools and settings where children attend and staff effectively share relevant information. This ensures excellent continuity in children's care, learning and welfare.

The management team has high aspirations for the nursery, especially in their ability to provide an inclusive environment. They strive for continual improvement through regular rigorous evaluation and reflective practice. There are regular staff meetings and staff make excellent use of reflective practice books. As a result, all staff have the opportunity to develop the high quality of the service. There are high expectations of staff to lead by example and they are keen to demonstrate

what they do well. Parents regularly complete written questionnaires about the quality of the provision. The management team fully consider their suggestions and implement them, wherever possible. For example, there are now more regular opportunities, both informal and formal, where parents can share information about the children's development. Improvements, such as the development of the outdoor play space, have had a considerable impact on the overall quality of the provision and the outcomes for children. Additionally, the introduction of a new room for children aged under two enhances all aspects of their development. The new baby room is an outstanding room which is noticeably well run. Staff often wrap babies up warmly and take them for walks securely fastened into their pushchairs.

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

All children enjoy close relationships with staff, who are warm, attentive and responsive to their needs. Each child's key person gives utmost priority to their well-being and development. They plan jointly with others who provide additional support to some children. Consequently, each child's learning and development is promoted as effectively as possible. Staff are confident in using conversational questioning to encourage children to think about what they are doing. This helps children make the most of each learning experience. They praise children's achievements, which motivates the children further, raising their self-esteem and confidence. All children, including those for whom English is an additional language, are developing good communication skills. Some very young children are learning new words rapidly and staff respond positively to their emerging language skills. Staff follow babies interests, allowing them to explore and observing them in play. For example, very young children become absorbed for long periods in toys that allow them to open and close flaps and to put objects inside. Older children benefit from other first-hand experiences and staff facilitate their natural curiosity as learners. They discover how to make juice by using an old apple press and experiment with different fruits to find the best results. Children have many opportunities to learn about the environment and the natural world. They thoroughly enjoy trying on the beekeeper's hat during his visit to talk about bees. Staff remind children to be quiet when near a box of newly hatched chicks that are increasingly inquisitive of their surroundings. Visitors to the setting, such as a representative from a charity organisation, talk to the children about their work. Families become involved as children take bags home to fill with clothes they no longer require.

Staff provide a broad range of well-balanced, stimulating resources and activities based on children's interests. These offer very good opportunities for all children to enjoy motivating indoor and daily outdoor play. Staff check the areas of play regularly and change them to encourage children's full participation, in number and counting, for example. Children's creativity and imagination is encouraged. All children are gaining increasing control and coordination as they enjoy no-bake cooking activities with the kitchen staff, glue, draw and paint. Young children, for example, move a toy supermarket conveyor belt along using their fingers and pretend to eat the food as it goes past. Staff create a secure environment where

children can develop good attitudes and dispositions to learning. Consequently, children's learning and achievements are good in relation to their starting points. Each child's individual learning is planned by their key person and there are clear links between observation, assessment and planning. However, identified next steps in children's development across all areas of learning, gained from short observations of children's play, is not always evidenced on their individual planning records. As a result, unless the key person informs their colleagues of this, all areas of learning and development do not always receive equal importance.

Children's physical skills are actively encouraged both inside and outside the setting. The recently re-furnished outdoor area stimulates children's enjoyment of exercise in the fresh air. For example, children run water down pipes or enjoy games with the colourful play parachute. A newly installed sun sail offers them protection from the sun on hot days. Staff often wrap babies up warmly and take them for a walk, securely fastened into their pushchairs, around the local area. Indoors, older children participate well in lively action songs, often joining with a friend to enhance the enjoyment. They are learning the importance of a healthy lifestyle through exercise and good food. Meals are carefully prepared with full consideration to the needs of all children. Children receive good quality, well-balanced healthy meals. Older children chat together as they eat and staff help them understand about healthy choices through discussion. Babies' mealtimes are capably adapted to meet their personal routines. Parents of children who bring packed lunches receive guidance on appropriate food content and, generally, they follow this 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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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	2
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

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	1

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