

# Jelly Babies Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	140994
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<b>Inspector</b>	Marie Thompson

<b>Setting address</b>	Weymouth College, Cranford Avenue, Weymouth, Dorset, DT4 7LQ
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Jelly Babies Day Nursery opened in 1992. It is situated within the grounds of Weymouth College, Dorset. It is registered to provide full day care for children aged birth to five years of age. The nursery is open Monday to Friday, all year round from 7.45am until 5.30pm. There are currently 67 children on roll. Of these, 22 receive funding for early education. The nursery is accommodated in a purpose built building which is completely self-contained and consists of three separate play rooms for different age groups. There is a securely fenced outside play area. The nursery employs 13 staff, nine of whom hold appropriate childcare qualifications to Level 3. The manager and deputy have completed a Foundation degree and are working towards a BA (Hons) degree in Early Years Care and Education. The Nursery receives support from the Local Authority. The nursery is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The excellent knowledge of each child's individual needs ensures that the nursery promotes all aspects of the children's welfare and most aspects of children's learning with great success. The partnership with parents is a key strength and this helps to contribute significantly, so that the needs of all of the children are being met. Children are making excellent progress, given their age, ability and their starting points. Priorities for future development are extremely well-targeted to ensure continuous improvement, so that the needs of children and their families are met to a very high standard.

## **What steps need to be taken to improve provision further?**

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

- enhancing the programme for children's literacy by expanding opportunities for children to understand that print carries meaning.

## **The effectiveness of leadership and management of the early years provision**

All staff have an excellent understanding of their responsibility to safeguard children, and do so effectively. Excellent measures are employed to ensure children's safety at all times. Staff are conscious of the need to ensure that the environment in which children play is safe, and therefore staff visually check these

areas daily. Risk assessments are very thorough and carried out regularly to reduce the risk of accidents. Through practice, children have developed a very good understanding of safety issues and minimising hazards. For example, by carrying out their own risk assessments of the setting. Excellent policies and procedures reflect staff's knowledge of the requirements and their commitment to promoting children's welfare. There are robust recruitment and vetting procedures in place so that all adults who have contact with the children are suitable to do so. Security within the nursery is excellent, because doors are locked and admittance to the premises is via a finger recognition entry system only. In addition children are carefully supervised at all times. Staff actively promote equality and diversity and work very hard to ensure all children are fully integrated into activities. They work extremely well together and enhance their qualifications and expertise through training opportunities.

Parents and carers are welcomed into the nursery by extremely friendly, approachable adults and information is shared readily on a daily basis. Staff demonstrate an exceptional commitment to working in partnership with parents and provide comprehensive opportunities for parents to become involved in the life of the nursery. For example through the parents forum, the 'Home WOW observation' system and shared home reading books and link books. The extensive exchange of information and communication between nursery and home has a positive impact upon children's welfare. Parents are extremely pleased with the service provided and those spoken to at the time of the inspection were exceptionally complimentary of the nursery. They stated that they value the staff's passion and dedication to their work. Excellent procedures for self-evaluation are in place and staff are positively committed to the continuous improvement of the setting to promote better outcomes for children. In addition, the views of all parents/carers and children have been fully included in this process.

Rigorous attention to hygiene matters ensures children grasp early on the importance of self-care and cleanliness. Children develop a positive understanding of personal hygiene, and they know they do this to get rid of germs. Even the youngest children know and practice self-care routines. Babies and younger children are able to rest in comfort and safety when they need to conserve their energy and promote their bodies' growth. The manager and the professional staff team provide an environment which is not only welcoming to children but encourages children to explore the interesting and exciting activities on offer. Staff have a great deal of imagination and skill when considering changes to the play areas and the wide range of excellent, very good quality toys, resulting in the superb deployment of resources in the setting. This provides children with a stimulating environment with easy access to toys and resources enabling children to choose those activities which interest them most. The rooms have designated activity areas for role play and messy play. However, whilst staff make good use of some print, the use of labelling and large print is not so evident consistently at child height throughout the provision, particularly in the outside area so children are not fully extended in learning that print carries meaning.

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

Children eagerly enter the welcoming, friendly environment, where they are happy, secure and greeted warmly. They are encouraged to show high levels of independence, curiosity, imagination and concentration and those less confident are gently nurtured as they gain the skills for learning. An enticing range of messy play activities are enthusiastically explored by the babies and children, providing rich opportunities for sensory stimulation and creativity. Natural resources presented in treasure baskets are carefully examined by all babies and children, who are keen to develop their knowledge about the properties of fur cones, metal spoons, and wooden items. Children's basic skills for future learning are exceptionally well supported. Staff use positive strategies to help children to observe good social skills, behave well and respect each other. Children are offered praise, encouragement and rewards and staff understand that this helps to foster their confidence. Overall, children are prepared very well for their future learning experiences.

Staff demonstrate an excellent knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. They are highly intuitive of children's individual learning needs and routinely undertake sensitive observational assessment to identify children's learning priorities. As a result, all learning experiences are relevant and match children's stages of development. Staff demonstrate a positive approach to support children's learning needs and to enrich the quality of education provided through varying approaches to learning for example the Mosaic approach. All activities planned are purposeful and reflect a range of learning opportunities, covering all six areas of learning. Children benefit from a balance of adult-led and child-initiated activities and the routine is flexible to allow them to pursue their own interests. Consequently, children are motivated and interested to learn. Children flourish as staff spend the majority of their time at their level, interacting with them. They are skilled at asking questions to develop children's thinking and to consolidate their learning. Children are able to make choices and can easily access an extensive range of resources and equipment.

Children achieve very well in all areas of learning because activities are well-planned and organised. Bobby bear, the nursery mascot, regularly goes home with the children along with his diary. On returning to the nursery the children are encouraged to talk about the adventures they have shared, which promotes their self-esteem and encourages their communication and language development. The children enjoy daily outdoor play and have a super time whizzing around on bikes and scooters. Nursery have recently made part of the garden into a special garden area, where children can go to plant their own vegetables and flowers. Children cultivate the garden and enjoy using the produce in cooking activities. They can also use this area to reflect and to participate in quiet activities. A wooden boat and camouflage den in play area, enables children to physically participate in role play. Learning is unmistakably fun. Children laugh and smile as they take part in dance, movement and action songs. Children rise to the challenge of completing puzzles, sorting and matching pieces according to colour with support, and express

their delight once this is achieved. Children take pleasure in developing very good creative skills and enjoy exploring many textures during 'messy play'. They have lots of fun gathering the corn flour and peas in their hands and seeing what happens when they add paint and mix it together. Early mark-making is actively promoted both indoors and outdoors. Children show sheer delight, using a paint brush and water or chalks to draw on the fence and chalkboards. Children are introduced to basic technology as they use resources such as the computer, calculators and programmable toys. They use their imagination well, as they dress up using the range of clothes available and explore the home corner with friends.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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