

Jelly Babies Ltd

Inspection report for early years provision

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Inspector

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Type of setting

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 Ltd was registered in 2011. It operates from a self-contained building in the Failsworth area of Manchester. It is privately owned and has a committee. Children have access to a baby room and two playrooms on the ground floor. There is a fully enclosed rear play area for outdoor play. A maximum of 48 children under five years may attend the setting and no more than 18 children may be under two years. The nursery is registered on the Early Years Register. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported. The nursery is open five days a week from 7.30am to 6pm all year round, except for a week at Christmas. Children are able to attend for a variety of sessions.

The nursery employs a manager and four staff, all of whom hold early years qualifications to levels 3 and 4. The setting receives support from Oldham Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-qualified and experienced staff team creates a welcoming, friendly environment where there are strong relationships and good partnerships between staff, parents and other professionals. Priorities for development are acted on through self-evaluation and this promotes the efficient management of the setting. Children are provided with many fun and interesting learning opportunities with a key person system that mostly meet their needs. However, the organisation of the learning environment and routine times do not always meet the individual needs of all the children. Overall planning and assessment supports individual learning. Although information about children's starting points are discussed, they are not consistently recorded therefore progress towards the early learning goals is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure that the key person meets the needs of each child in their care and responds sensitively to their feelings, ideas and behaviour and if necessary modifies practice
- ensure that the indoor environment contains resources which are appropriate, well maintained and accessible for all children
- document all contributions from parents that support children's learning in order to continually track their progress and to ensure their learning is planned for effectively.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as robust recruitment and vetting procedures ensure children are well protected. Staff have a clear knowledge and understanding of safeguarding procedures and undertake training. As a result, children's welfare is given a high priority. Accident, medication, attendance records, and policies and procedures that support the nursery in promoting positive outcomes for children are maintained well. Thorough risk assessments, daily checks and regular fire evacuations ensure children's safety at all times.

Staff are committed to their work and attend regular training. Staff training shows the setting's commitment to continuous improvement. Self-evaluation is developing well and parents and children are consulted regularly on how they want things to change or comment on what they like. For example, the current area for improvement and vision for the future is to continue to develop the new nursery environment, encourage staff to be reflective of their practice and to work more closely with different groups.

Children benefit from a lovely nursery building and outdoor area that have mainly been organised well to support learning. However, the pre-school room does not have a small world or construction area where children can independently access resources of their choosing, resulting in progress being limited. There is a large conservatory area where messy activities take place and this is used well, providing areas where children can display their own models and creations. Deployment of staff in the nursery is generally good. However, the key person system in the pre-school room, and the planning of the daily routine, do not always support children's individual needs. For example, children who do not want to play out at playtime are not allowed to stay inside. This restricts children's learning and ability to make choices.

Children learn about differences through sharing stories and they sample different foods each week on their 'cultural day'. The children also learn positively about differences from resources in the playrooms. As a result, children develop positive attitudes towards themselves and others. Children benefit from the good relationships and partnerships the setting has with parents and the wider community. Parents are provided with an information pack that includes the policies and information on how the setting operates, they are also given regular newsletters. Parents are consistently included into their children's learning. For example, children's development files are shared regularly and parents are invited to contribute to them. However, not all contributions are consistently documented which means progress is difficult to track and learning is not always planned for effectively. This results in children's progress being limited.

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

Children feel safe in the nursery and understand the rules and boundaries for behaviour. For example, they know not to run inside the nursery and understand they need to wear sun cream when they play outside in the sun. Children benefit from positive relationships with the staff, who interact well and support the children's emotional skills. Children's efforts are celebrated by praise and displays of their work. Supportive relationships between children and staff help children to feel safe and secure. Children achieve satisfactory results against their starting points because staff provide a suitable learning environment and observe children's learning to identify next steps to plan for.

Children follow appropriate hygiene practices, such as washing their hands before eating snack. They discuss keeping clean and healthy through conversations with the staff and are reminded to do so by the visual prompts in the bathroom. Children are provided with nutritious meals that are prepared on the premises. This means children develop a positive attitude towards a healthy lifestyle. Children enjoy brushing their teeth by themselves as they stand next to a child height sink and rinse their own brushes. They learn to develop their fine physical skills as staff encourage the children to brush their teeth at the back.

Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy. They participate in active and challenging play outdoors. For example, they are encouraged to ride bikes and play football. Babies love using paint brushes and stand up independently against a low table and add more and more paint to the paper. The staff praise them and give them glitter for them to sprinkle onto the paint. The babies touch the glitter, laugh and sprinkle it carefully all over the paper, learning to notice different amounts, make marks and develop their creativity. Children learn about textures as they taste the glitter that is stuck to their hands. Babies and children are encouraged to move around the room as there is enough space and the environment is interesting. The staff encourage them to listen to differences in sounds as they shout down long cardboard tubes and the babies laugh and want to have a turn. Children join in and sing 'baa baa black sheep' and count to three. The staff support this by showing them three fingers as they count.

Information and communication technology resources are used and the children like pressing buttons and watching the responses. Children develop their imagination by being allowed to use resources in different ways. For example, they pretend they are going to the tip and empty out train track from boxes and move the 'rubbish' to dump it. Children develop their counting skills as they count the engines of the trains. Having resources available enables children to progress in their own way and develop skills for the future.

Children's behaviour is acceptable and reflects the role model provided by the staff. They are provided with 'Persona dolls' to explore feelings and behaviour and story books are also used to stop unwanted behaviours. For example, 'hands are

not for smacking'. Overall, children are making satisfactory levels of progress towards the early learning goals in all areas of learning.

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

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	2
The effectiveness with which the setting deploys resources	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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