

Jelly Tots Day Nursery

Inspection report for early years provision

Unique reference number EY424791
Inspection date 01/02/2012
Inspector Julia Common

Setting address Solway Community Technology College, Liddell Street,
Silloth, WIGTON, Cumbria, CA7 4DD

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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*.

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 Tots Day Nursery is privately owned. It is situated within the premises of Solway Community Technology College, in Silloth, Cumbria and opened in August 2011. It operates from the meeting room and associated facilities in the school premises. There is no secure enclosed outdoor play area, therefore, children are taken on supervised outings within the school grounds and into the local community.

The nursery is open from Monday to Friday from 7.30am until 6.30pm, for 50 weeks of the year. There are currently 14 children on roll, all in the early years age group. A maximum of 12 children under eight years may attend the facility at any one time, of whom, no more than 12 may be in the early years age group. The nursery is registered to provide care for up to six children under two years of age.

The nursery has established links with the local school, which provides funded early years entitlement. They provide wrap around care supporting the school. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

The owner/manager and deputy manager hold Diplomas in Nursery Nursing and both have experience working with children as a teaching assistant. Part-time staff are working towards an Early Years Foundation Degree and a Level 3 National Vocational Qualification. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting receives support from local authority early years advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the setting and are cared for by experienced, caring practitioners, who recognise the uniqueness of each child. Appropriate systems are in place to ensure children are safe both in and out of the setting and that their welfare is safeguarded. Effective partnerships between providers and parents help to meet the children's needs. Partnerships with other agencies are being formed and are recognised for their importance in improving practice and meeting additional support needs. Staff provide a range of experiences that contribute to individual children's learning and development. Staff are working to implement the Early Years Foundation Stage Framework and assessment and observation methods ensure that children are progressing well. Reasonable steps are being made by staff to improve the provision and they show a commitment to continual improvement.

What steps need to be taken to improve provision further?

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

- ensure CRB details for all staff and adults in contact with the children are easily accessible and readily available at all times (Suitability of adults) 15/02/2012
- plan for and provide a balance of adult-led and child-initiated activities both indoors and outdoors (Organisation). 15/02/2012

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

- support children in using a range of information and communication technology to include cameras, photocopiers, CD players, tape recorders and programmable toys in addition to computers
- provide parents and carers with information about healthy and appropriate food and drinks for packed lunches.

The effectiveness of leadership and management of the early years provision

Managers of the setting work well together. As a new provision emphasis has been on creating and implementing new policies and procedures and creating new structures to support the children's care, learning and development. However, through weekly support meetings with development workers from the local authority, staff have identified areas for improvement and are making action plans to address these.

Children are safeguarded and protected in the setting because the staff implement effective policies and know procedures to follow if they have concerns over a child in their care. Recruitment and vetting systems are in place to ensure that children are cared for by suitable and qualified staff. However, the manager must ensure that relevant documentation is accessible at all times. Risk assessments are in place to ensure children's safety both in and out of the premises and daily safety checks maintain a safe environment for adults and children. A comprehensive range of policies and procedures are in place and adequately implemented.

Staff are developing their knowledge about the Early Years Foundation Stage and are keen to improve in this area, in order to support children in their learning. Staff are knowledgeable about their key children and have a grasp on the observation and assessing process to support children to progress. The environment is organised and accessible to all children, particularly in the over two years area. Staff make use of their existing resources and access the school's outdoor area and dining hall to allow the children further opportunities for physical development. For example after 'special Wednesday snacks' in the school hall, the children are allowed to run around before returning to the classroom.

Parents and carers have good relationships with the staff and say they appreciate the small, family feel of the setting and how happy their children are to attend, as

well as the progress made, particularly with social skills and confidence. Staff share information with parents with daily record books, informing them of, for example, sleeps, food and drink and activities. Parents also receive satisfactory verbal feedback at the end of each day, regarding their children's care, welfare and learning. Parents are provided with an information pack about the setting. Also the full range of policies and procedures are available for parents to read if they wish. Parents are also invited to look at and contribute to children's development records. Staff plan to ask parents into the setting to share skills, such as building and joinery and also to be involved in the future development of the outdoor area. Useful information about children, such as medical and dietary needs is gained from parents and ensures that their wishes and children's individual needs are effectively met. The setting has good links with the local schools. They provide wraparound care and a drop off and collection service for children accessing their early education in the nearby primary school. The setting has received support and donations from the school and members of the community since opening and put a letter in the local paper to express their gratitude.

The setting is inclusive and welcomes all children and a nominated person will liaise with external agencies to support a child if necessary. Children are happy, secure and valued and given equal access to resources and activities. An effective equal opportunities policy supports the staff and ensures that the individual needs of all children are met and that all children are included fully in the life of the setting.

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

Children enjoy their time at the setting and staff provide a safe, caring environment. Children have developed trusting relationships with staff, who they happily seek out for comfort and support. Staff gauge well the appropriate levels of support needed, such as supporting the children at meal times to encourage independence.

Children access and enjoy a broad range of activities, such as, stories, mark making, construction and role play, which offer opportunities to develop skills, such as problem solving and essential living. A baby and older child both enjoy sweeping up with a broom and using a dustpan and brush to put the debris in the bin. However, there is a lack of accessible resources to promote information and communication technology skills. A dinosaur world is used as a learning opportunity for recall and counting. To promote sensory development, lavender is placed among the sticks and branches and children enjoy rubbing and smelling the plant and learning its name. During story and songs time, staff ask questions about the story and relate it to the children and their homes. Children sit happily and talk to each other and staff as they make junk models and have good opportunities to socialise with one another. They choose to read books together in the reading area and snack and meal times are very social. Staff join the children at the tables and create a calm environment that promotes conversation and discussions and allows the quieter and younger children the opportunity to join in. Staff encourage

children to play games together to promote sharing and encourage them to help each other.

Children's health, safety and well-being is adequate. However, regular outdoor opportunities, along with healthier food and drink choices will ensure the setting's policies are fully implemented. Children are able to use tools, such as scissors safely because staff teach them safety aspects and respect. Staff provide opportunities for music and dance to keep all children active and healthy. Children follow routines well and are confident and independent. For example the older children wash their hands after using the bathroom with no prompting from staff. Hand washing is also routine before and after meals and snacks. Children make choices from an appropriate range of healthy snacks, which contributes to their understanding of healthy lifestyles.

Children make satisfactory progress during their time in the setting. Assessment procedures are being developed to determine children's starting points and monitor their progress to ensure that any concerns or delays are identified quickly and referred appropriately. Planning now reflects individual children's needs and interests and the indoor learning environment is organised and well-resourced. However, outdoor planning needs to be developed and implemented to ensure all welfare requirements are being met.

Children behave very well in the setting because staff give clear explanations and set appropriate boundaries. Staff treat children with respect, use manners at all times and listen to the children, which makes them feel valued and boosts their self-esteem. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. For example, a child swinging on a chair is reminded that the chair may fall back and they could bang their head and hurt themselves. Children are developing a respect for themselves and others because staff make good use of books, resources and activities to promote diversity. Close relations with the school ensure a smooth transition for children and their families when they transfer to nursery and reception class.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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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