

# Jolly Giraffes Day Nursery

16 Station Lane, Woodlesford, Leeds, West Yorkshire, LS26 8RA

## Inspection date

05/11/2012

Previous inspection date

23/02/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Parents praise the nursery for the warm welcome they receive and the information that the nursery shares to help them to understand children's learning and developmental experiences.
- Children are happy and well-motivated to play and explore, and freely access a wealth of resources in a welcoming child-friendly environment.
- The manager effectively develops the staffing team through monitoring and evaluation. This enables the management team to bring about changes to improve outcomes for children.
- Effective systems for planning and assessment display an accurate understanding of all children's skills, abilities and progress. Every practitioner has a good awareness of how young children learn and make the most of opportunities to promote children's learning through play, discussions and group activities.

### It is not yet outstanding because

- opportunities for children to use information and communication technology resources and programmable toys are not freely accessible to teach children to explore and understand why things happen and how things work.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Inspector looked at ratios and register.
- Inspector looked at resources and if age appropriate.
- Inspector observed children playing and joint observation with manager.
- Inspector talked with the manager and looked at some documentation.
- Inspector looked at children's profiles.
- Inspector spoke with parents throughout the day.

## Inspector

Jane O'Callaghan

## Full Report

### Information about the setting

Jolly Giraffes was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a renovated detached property in Woodlesford on the outskirts of Leeds. The nursery serves the local area and is accessible to all children. It operates from eight rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 26 members of child care staff. Of these, 25 hold appropriate early years qualifications at level 3. Two members of staff hold Early Years Professional Status and several hold the foundation degree. The nursery opens Monday to Friday all year round, except for a week at Christmas and also bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 110 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. They have support from the local authority childcare support team. The nursery is a member of the Leeds Nursery Network.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- increase opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The nursery supports children well and meets their needs effectively. The nursery has well established free flow play throughout the rooms, enabling children to access a wide range of activities and toys for all age groups. A rigorous system is in place to ensure children's development progresses well, through informative observations, all linking clearly to areas of learning. Staff take on board children's starting points with information gathered from parents and also record the next steps of learning. This ensures children progress in their educational learning and develop their individual skills well.

Children have many opportunities to develop their communication and language, and literacy skills. For example, all children have ready access to a wide selection of good quality books. Some children explore books independently, whilst younger children reach for a book and sit with staff and listen to the story about the train pointing to the engines and their colours. Older children select activities in the free flow areas available to them. They develop their imagination well as they prepare to go on a picnic, taking with them the toy toaster and offering staff and visitors the opportunity to go with them and giving them drinks. Children have good opportunities to develop their manipulative skills along with their expressive arts and design. They sit at the table and draw the toy shark that

they are holding in their hands. They hold the felt tips well and draw it describing where they have put its sharp teeth and naming the different colours they are using, for example, purple and green. Children's concept of mathematics is developing well as older children pour the water down the drain pipes outside and measure it in jugs as it reaches the bottom. They also make towers with the construction blocks, telling staff which is taller, and compare the sizes of them.

Babies access a broad range of toys and enjoy the heuristic area where they feel the different textures of materials and make lots of noise with the metal pans and colanders and press the buttons on the baby walker and try to push it along the floor. This helps to develop their manipulative and physical skills. However, all children's opportunities to develop their information and technology understanding is not fully supported due to fewer opportunities to access computers and programmable toys.

The very good displays of photographs of children involved in activities, their work and their name labels helps children develop a sense of belonging. The nursery is full of information for children at their height, posters with the alphabet and numbers on and also about different cultures, through flags and different festivals that specific countries celebrate. This develops children's knowledge and understanding of the wider world.

Parents are continually involved in their children's learning and development; they are given regular opportunities to access and contribute in their children's profiles. In these parents help to complete starting points along with staff and continually write in them about how their child is progressing at home. This ensures continuity of educational development and children's progress.

### **The contribution of the early years provision to the well-being of children**

Staff support children's well-being effectively. For example, the key person system works very well in all rooms and children are placed with the staff that they respond to which enables them to build strong bonds with them. The nursery also ensures that any changes with the key person is treated with empathy and settling in times are provided with the new staff member. They also provide settling in periods when children first start, helping the child's separation from their parents, putting them at ease and promoting their self-esteem.

Children in the nursery behave well. Staff's gentle, yet consistent approach with children set them good examples on which to model their behaviour. Children are responsive to the staff, and are learning right from wrong. Children are learning to cooperate with each other to complete tasks. For example, some children work together to make an umbrella with the outside construction. They share the structure they make with other children, this helps to develop their personal and social development, through learning to share with others.

Children's health and hygiene is promoted well. They are given lots of opportunities throughout the day to access the very well-resourced outdoor area, where they run about, ride on bicycles, climb the trees and learn to balance across the rope bridge. This develops

children's physical development. They also learn about being healthy through informative posters displayed around the nursery explaining the importance of washing hands and also cleaning of teeth. Children practice these routines as they clean their teeth after meals and also washing of hands using their individual towels, to prevent cross infection and promote healthy living.

Children eat good quality food and staff take care to meet individual children's dietary needs and parents' preferences for children. Children have a choice of milk or water at snack time and water is readily available throughout the day. Menus are displayed for parents to see and all are cooked on the premises. Food is fresh and includes meat and vegetables that are locally grown.

Staff give clear explanations to children how to walk down the stairs properly holding on to the hand rails and ensuring that all safety gates are shut, behind them. Children take part in regular fire drills and when out and about in the community staff ensure children are either in pushchairs with harnesses or holding hands with staff members. They have a good awareness of road safety, through good clear explanations from staff. This helps children to develop their understanding of how to keep themselves safe effectively.

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

Leadership and management of the nursery is strong. Staff have a good knowledge and understanding of the signs and symptoms to look for, should they have any safeguarding concerns. There is a well written policy and procedure to follow, which staff are made aware of and this includes the role of the practitioner who takes the lead responsibility for safeguarding. The nursery's recruitment procedure is clear and fully established. This means that every person who works in the nursery is properly vetted and cleared through a system, which includes a thorough induction.

Staff work effectively as a team and they are supported well to understand their roles and responsibilities in the nursery. For example, regular reviews of policies at team meetings help staff to recognise that safeguarding is a high priority. Induction, supervision and appraisals are effective tools that the leadership team use to support staff and ensure that they have the opportunities for continual professional development, through attending further training. Staff ensure that all planning is completed daily and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised. This ensures children's skills and abilities are monitored and that they continue to make good progress in their learning.

The setting has a well-established partnership with parents; the manager ensures that settling in periods meet with parental needs. Parents receive information through regular newsletters and informative notice boards, where all key persons photographs are displayed. Staff make parents feel welcome in the nursery and provide daily feedback, in addition to regular consultations, so that parents are continually involved in their children's learning and development.

Effective self-evaluation of the setting and practice ensures that priorities for improvements are identified and acted upon to enhance the care of the children. Staff take into account the views of parents, through discussion and regular questionnaires. All parents spoken to during the inspection are highly complementary about the quality of care children receive and the experiences their children have to develop in their learning.

Links with other providers are effective and promote the sound integration of care and support for all children. Schools that children attend are encouraged to visit the setting prior to children leaving and good transition procedures are in place to ensure continuity of care and learning for all children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

	registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY298138
<b>Local authority</b>	Leeds
<b>Inspection number</b>	889870
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	61
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Jolly Giraffes Day Nursery Limited
<b>Date of previous inspection</b>	23/02/2011
<b>Telephone number</b>	0113 205 9449

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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