

Jitterbugz Day Nursery

185 Liverpool Road, Cadishead, MANCHESTER, M44 5XH

Inspection date	07/12/2012
Previous inspection date	15/07/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are happy and secure in the presence of the staff and build positive relationships with their friends.
- Staff have a strong understanding about how young children learn. They plan a broad range of challenging activities that meet the needs of all the children.
- Effective teaching encourages the children to participate in activities that are new to them. This enables them to engage in a broad range of play that interest them.
- Plenty of opportunities are available for the children to engage in physical play at the local parks. They also have opportunities to meet people in their community and learn about their skills.

It is not yet outstanding because

- Support for children who have a special educational need has not been fully explored during daily routines
- Children's home languages are not fully embraced within the nursery.
- Support for settling babies is not fully in place.

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.

Inspection activities

- The inspector observed activities in all rooms and held meetings with the management.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.
- The inspector took account of the views of parents spoken to on the day.
- The inspector took part in a joint observation of a planned activity in the playroom on the first floor.

Inspector

Jan Healy

Full Report

Information about the setting

Jitterbugz Day Nursery registered in 2010 on the Early Years Register. It is situated in a converted property in the Cadishead area of Salford, Manchester and is managed by PDC Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from 7.30am until 6pm from Monday to Friday, closing at Christmas and bank holidays. Children attend for a variety of sessions. There is no outdoor play area, although the children visit the local park every day. The nursery employs six members of child care staff, one of whom holds a level 4 qualification with four holding a level 3 and one holding

a level 2. One member of staff is working towards a higher qualification. Currently, there are 32 children on roll, with the nursery providing funded early education for two-year-old children. It supports children who speak English as an additional language and children with special need and/or disabilities.

What the setting needs to do to improve further

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

- enhance the support for children with a special educational need, for example, by providing a sequence of photographs to show the routine in the nursery
- display lists of words from home languages used by the children, and invite parents to contribute to them
- display photographs of family for the benefit of babies who are settling.

Inspection judgements

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

Children are making good progress in their learning, as staff have a strong understanding about how young children learn and develop, enabling them to meet the needs of all the children in their care. Staff make effective use of their time and work directly with the children, sitting at their physical level and joining in with their play. They are also adept at knowing when to step in to aid the children, and when to allow the children to wallow in their play. Successful teaching methods also include the staff having high expectations of the children and encouraging them to participate in tasks that they may not have tried before, such as meeting the local fire officers and learning about their role in tackling fires. The police visit the children, widening their understanding about their role in their community, which helps to strengthen relationships and builds knowledge.

Staff take their time to make observations of the children during their play, which leads to the successful identification of the children's stage of development. This then allows staff to plan purposeful and challenging activities, with accurate assessments leading to suitably challenging play. Through effective teaching, staff encourage the children to try new activities, such as making use of information technology and initiating ideas during role-play. Children's confidence is blossoming, as staff aid them to speak when in groups and to demonstrate what they know to their friends. Staff support the children in becoming curious about their surroundings, and frequent trips to local parks allow for spontaneous

play, including the searching for bugs. Staff have high expectations of the children, for instance, during lunch, when children are guided to serve themselves with both food and water.

Staff work in partnership with parents to enable the children to settle swiftly. They are kept well informed about their children's achievements through daily written diaries, as well as frequent parent and social evenings. Through discussion, parents told of their appreciation, in being able to seek advice from the staff about furthering their children's learning at home. Some children speak English as an additional language, although there are no words displayed in the children's home languages, to help benefit all the children in the nursery.

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

Staff are warm and welcoming, providing a harmonious environment, where effective use is made of the toys available. Babies and children are at ease in the nursery, due to the positive bond they share with the staff. They initiate conversation with visitors and are growing in self-confidence. Independence is encouraged, with the children selecting toys of their choice, as they are stored within their easy reach. Children's behaviour is good, as staff are effective role models and are consistent in their messages, for example, encouraging the children to walk when indoors rather than to run.

Children clearly enjoy their time in the nursery and discuss what they like to play with. They look forward to physical play in the local parks, where they learn about the benefit of exercise, while climbing, running and balancing. They explore their surroundings and learn about how to stay safe when crossing the road. During inclement weather, the children are competent in managing their personal needs, by putting on their waterproofs. During lunch and snack, the children learn about the importance of maintaining a healthy diet, as staff chat to them about how foods affect their body.

Staff successfully prepare the children for transition between playrooms, due to them growing and developing, so requiring different facilities. The children make frequent visits to their new room to meet the staff and children. This is to help build a strong attachment, enabling them to settle swiftly and happily and to become familiar with the new routine. The staff also successfully prepare the children for transition to school, as they build positive relationships with teaching staff. They work well with the local children's centre to maintain continuity of care and education, as well as with two schools.

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

The manager leads a successful team of dedicated and committed staff. She drives improvement through an effective system of monitoring, coaching and mentoring, which raises ideas for further development through the seeking of training. Regular meetings and supervision also help to identify key areas for development, which helps improve

staffs skills and understanding of early years, which leads to further good practice. Staff are secure in their knowledge about how to plan exciting play opportunities and are fully aware of the children's abilities about how to further their learning. Intervention is sought swiftly, for those children who require extra support. Safeguarding children's welfare is effective and begins with the recruitment process, to ensure all staff are suitable to work with young children. The manager monitors the nursery to continually improve the provision, with the parents, children and all staff being able to offer their thoughts and opinion. Well-established partnerships with parents and outside agencies, make a positive contribution to meeting the children's needs.

A strong approach to sustaining continuous improvement is ongoing, with all staff, children and parents having the opportunity to contribute their ideas. Staff are fully committed in their perseverance to further develop the nursery, so have addressed the action and recommendations made at the previous inspection. This has led to the staff being more vigilant when managing safety. They now give thorough consideration to possible risks through an effective system of collating and detailing any hazards. This helps to enable the staff to skilfully manage and eliminate them. Planning is more accurate, leading to systematic assessments, helping the staff to highlight and possible concern in children's development. The children are now using their home language during their play and other children are learning that there are many spoken languages around the world. They are also using everyday technology through the provision of programmable toys, as well as equipment that involves information and communication technology. The staff have built relationships with other providers who deliver the Early Years Foundation Stage, to help promote continuity of care and education for all children.

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

Unique reference number	EY403547
Local authority	Salford
Inspection number	875231
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	32
Name of provider	PDC Nurseries Ltd
Date of previous inspection	15/07/2010
Telephone number	0161 7751776

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

