

Jelly Tots

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

Inspection date	11/12/2012
Previous inspection date	01/02/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider demonstrates a poor understanding of planning for older children, assessment for two year old children and monitoring of children's progress. This means that the needs of the range of children attending are not fully met.
- The provider's knowledge and understanding of the requirements connected to staffing arrangements and supervision is poor resulting in children's safety being jeopardised.
- Records and documents relating to children and staff are not always available or accessible meaning that the needs of all children are not met.
- Policies and procedures are not always adhered to completely which means that the management of the setting is not always safe and efficient.
- Children's behaviour is not managed consistently. This means that children do not learn appropriate rules and boundaries appropriate to their age and stage of development.

It has the following strengths

- The setting is bright, warm and welcoming and children play happily and enthusiastically in areas that are organised and conducive to support their play and learning.
- Good partnerships between parents and the provider mean that families feel welcomed, valued and respected and children's emotional well-being is fostered.

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

- The inspector observed children playing and having snack during the morning and afternoon sessions.
- The inspector spoke with children, parents, staff and students and took their views into account.
- The inspector viewed the outside play area and associated storage facilities.
- The inspector viewed policies, procedures, children's records, accident forms, medication forms and risk assessments.

Inspector

Janice Caryl

Full Report

Information about the setting

Jelly Tots Day Nursery was registered in August 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated within the premises of Solway Community Technology College in the area of Silloth, Cumbria and is privately owned. The nursery serves the local area and is accessible to all children. It operates from two rooms which are connected to Solway Community College. There is a safe and secure outside

play area that children have access to.

The nursery employs three members of child care staff. Of these, all hold appropriate early years qualifications at level three. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 24 children attending who are within the early years age group. The nursery does not provide funded nursery education but provides wrap around care supporting the school nursery. It supports children who speak English as an additional language and children with special needs and/or disabilities. It receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- complete the progress check on children aged between two years and three years in order to monitor their progress in learning and development and provide parents and/or carers with a short written summary
- provide challenging and enjoyable experiences for children by planning for individual children, particularly for those over two years old, taking into account their interests and the next steps in their learning
- ensure children are kept safe and their needs are met by maintaining appropriate staffing ratios at all times and adequate supervision of children at all times
- ensure Criminal Record Bureau details for all staff and adults are available and accessible at all times to ensure safe and efficient management of the setting
- ensure the safety of children and families is maintained by making sure all adults and staff know and understand the safeguarding policy on the use of cameras, recording devices and mobile phones.

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

- develop links with local nurseries to ensure information regarding children's learning and development is shared to support children's overall progress
- promote independence further by involving children in routines such as helping to tidy up and pouring their own drinks at snack time
- ensure that rules and boundaries set for children's behaviour are consistent to help children to understand and follow guidelines and support them in managing their own behaviour.

Inspection judgements

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

The provider has some knowledge of the learning and development requirements however their understanding of the assessment process is limited. Children aged between two years and three years have not had their progress checked in partnership with parents. This means that potential gaps in children's learning have not been identified and children who are developing beyond their age band are not sufficiently challenged.

The provider takes advice and guidance well from local authority advisers and she is in the process of developing and implementing methods to monitor how individual and groups of children are progressing. These methods for monitoring are not yet embedded which means the programme of activities and opportunities for children is not fully meeting their needs. Not all observations and children's files are available to staff meaning children's interests and needs are not identified and specific activities and experiences are not planned to meet their individual needs.

There are gaps in the provider's knowledge and understanding of the safeguarding and welfare requirements resulting in children not being kept safe which also impact on their ability to meet the Childcare Register for keeping children safe. For example, contingency arrangements are not in place to support practitioners from working alone and clear guidance on using students within the staffing ratios is not followed. This means staff are left on their own for significant periods of time.

Recruitment and vetting procedures for staff and students are followed appropriately including induction, however the record of documentation regarding Criminal Record Bureau checks is not fully complete. This means the provider cannot verify that all checks on staff have been completed which also impacts on their ability to meet the Childcare Register requirement.

Policies and procedures are in place and are clear, however these are not followed precisely, for example, the policy on camera and recording devices states, 'staff are not permitted to take photos or recordings of a child on their own devices'. One student however, has permission from the parents and carers to take photographs, using her own camera which is therefore a safeguarding issue for children and families.

Practitioners work well together and meet up once a week to discuss planning of the environment and children's activities. Practitioners attend training and development opportunities as they become available either through the local authority or the attached school.

Parents and carers are happy with the care that their children get at the setting. The provider has an open access policy where parents can come to the nursery at any time. Children have a secure settling in process whereby parents can stay and when appropriate leave their children for short periods. The provider and the other practitioners stay in

contact with the parents. This means that parents are secure in the knowledge that their children are settling well and this in turn supports children's emotional well-being. Parents are able to attend open meetings and they are provided with a pack which contains information about the Early Years framework and other necessary documentation.

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

Children are happy and content within the setting and made to feel very welcome. Attachments have been formed with their key persons and children and parents are greeted warmly on arrival. When it is children's birthdays parents bring in a cake and the children celebrate together. Parents can see who their children's key person is because it is written in the child's home to setting diary and it is shown clearly on the wall for parents to see. This means that parents/carers know who to go and talk to about their child, consistency of care is maintained and positive relationships are established.

Children are kept secure in the building because there are safety gates in place and daily checks are completed for both inside and outside the building. Children's safety is compromised however, as one practitioner was on her own for the first hour of the day and the ratios of staff to children were not adhered to during parts of the morning session.

Children are encouraged to be independent in the setting as practitioners support them in dressing and undressing and going to the toilet on their own. For example, when children come back from the school nursery, they are encouraged to change out of their uniform and into their play clothes. When going to the toilet on their own however, they are sometimes out of sight and hearing of the practitioners which means they are not sufficiently supervised at all times to ensure they do not come to any harm. Young children are encouraged to feed themselves foods, such as yoghurt whilst in the high chair and children smile as one practitioner encourages the child to eat it. Older children help themselves at snack time to banana and apple. They have a choice of milk or water and children are asked what they would like to drink before they sit down. Giving the children choice shows that they are valued and respected, however, children do not get the opportunity to pour their own drinks meaning their independence in this area is limited.

Practitioners praise and encourage children in a number of ways, for example, children who are toilet training are given stickers to encourage them. This gives children self-confidence and self-awareness whilst also supporting them in their physical development of health and self-care. Children learn about rules and boundaries through positive reinforcement and strategies but these are not always consistent. For example, children are encouraged to sit at the table for snack but some children later get down and go to play. Practitioners say, 'Please stay at the table', but then do not encourage the children to return. This does not support children in learning what is right and wrong.

Transitions are managed effectively in the setting. The layout of the setting means children are aware of each other all of the time and practitioners work with all the children. The three-year-olds attending the school nursery are taken by the setting

practitioners so children gain confidence in transferring from one setting to another.

Healthy eating is promoted through healthy snacks and packed lunches. Practitioners verbally encourage parents and carers to provide packed lunches that are nourishing and nutritious and discourage sweets and chocolates unless on special occasions.

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

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The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure there are effective systems in place to demonstrate that any person caring for children is suitable in relation to their Criminal Records Bureau check (Suitability of persons to care for, or be in regular contact with children)
- ensure that children receiving childcare are kept safe from harm.

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	EY424791
Local authority	Cumbria
Inspection number	875795
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	24
Name of provider	Jacqueline McCormick
Date of previous inspection	01/02/2012
Telephone number	07729514143

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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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