

Jelly Babies

Failsworth Library, Main Street, Failsworth, MANCHESTER, M35 9PD

Inspection date

06/02/2013

Previous inspection date

22/11/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff build a successful relationship with parents and help ease children's transition from home into the nursery.
- Staff care for children in a safe, secure environment.
- Children access a wide range of toys and resources that are age-appropriate and are within their easy reach.

It is not yet good because

- Supervision of staff does not identify weaknesses to enable management to provide support, coaching and training to help improve personal effectiveness. As a result, there is inconsistency in the quality of the learning experienced by the older children.
- Staff working with the older children do not have sufficient understanding of how to manage children's behaviour effectively. As a result, older children are not consistently learning how to manage their feelings or to understand appropriate boundaries of expected behaviour.
- Older children are not given the opportunity to take responsibility for everyday tasks. Therefore, they are not gaining a sense of well-being, to help extend their confidence in their own abilities.

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 completed a joint observation of the nursery with a senior member of staff.
- The inspector held meetings with the management team as well as staff and parents.
- The inspector sampled a range of documentation, including children's development records, policies and statements.
- The inspector observed a range of activities in all playrooms and the outdoor play area.

Inspector

Jan Healy

Full Report

Information about the setting

Jelly Babies Ltd registered in 2011. It operates from a converted building in the Failsworth area of Manchester and is charity run. Children have access to five playrooms and an enclosed garden for outdoor play. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery

operates each weekday from 7.30am to 6pm all year round, except for public holidays. Currently, there are 78 children in the early years age group on roll. Children are able to attend for a variety of sessions. The nursery supports children who have special needs and/or disabilities. The nursery provides funded early education for two-, three- and four-year-old children. There are 20 staff in total, all of whom hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- ensure effective supervision provides support, coaching and training to improve the inconsistency of practice within the nursery so that all children make good progress
- ensure all staff have the appropriate training, knowledge and skills to support them in managing children's behaviour and establishing consistent boundaries that support all children.

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

- provide opportunities for children to take responsibility for small tasks and develop their independence, such as helping to set the table for lunch or pouring their own drinks.

Inspection judgements

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

Each child has a key person assigned to them, with the staff working with the younger children making good use of this relationship, resulting in the children feeling happy and secure. They work closely with the parents, encouraging them to contribute to children's initial assessments, which they continually build upon. They plan a wide range of activities that aid their ongoing progression, with children who have additional needs progressing well. This is because staff work closely with outside agencies to seek further support and advice when necessary for the benefit of the children's ongoing progression. Parents are kept up-to-date about progress the being made and are supported in developing the children's learning at home, which helps to ensure continuity of learning. Staff have high expectations of the younger children and praise their efforts as they become ever more independent.

Younger children are making good progress in their learning, due to the staff focusing on

their prime areas of learning. As a result, younger children are developing the skills needed for their next stage of learning. For example, staff encourage them to join in a wide variety of play with their friends and are fully aware of their emotional needs, which they support well. Staff plan interesting activities that encourage communication, such as responding to their babbling as well as listening carefully when they attempt their first few words. They take into account the time they have been in the nursery, as well as how often they attend, resulting in them achieving an efficient standard of progress. This is because the staff working with these children are skilful in building easy and trusting relationships and encourage children to try new experiences. They practise a wide range of teaching methods that help children learn effectively. They observe the extent to which children are truly interested in what they are doing to enable them to assess and extend their learning, as well as to acquire new skills. For example, placing the correct shape into a posting box. Older children, however, are making only steady progress in their learning, due to staff having only reasonable knowledge and understanding about how children learn and not valuing children's individual learning styles. For instance, they do not recognise that some children learn better outside than indoors. Nor do they always appreciate how some children learn best when playing in a large group whereas others prefer playing with their chosen friend. This results in the older children not always achieving their full potential.

Staff working with the younger children ask open-ended questions and provide children with explanations in language that is easily understood. Staff are sensitive to their needs and so they provide plenty of space for them to crawl and to explore their environment. Children delight in rummaging through treasure baskets that contain a small number of similar items and they enjoy sharing this experience with staff. High expectations of the younger children leads to even the youngest copying the actions of the older children when helping to tidy away the toys after play. Staff working with the older children, however, are not always skilful in knowing when to leave a child to become engrossed in their play and when to intervene. This results in the children not always having the time to solve problems for themselves. Staff do not always allow the older children to complete their play, for example, when four children were working as a group cleaning their dolls, they were suddenly told to tidy away for snack, which led to frustration and tears.

Staff plan a wide range of mathematical language and number recognition is taught through fun activities, such as when singing counting songs and rhymes. Accessible writing material and the use of black boards and chalk provide children with plenty of opportunities to practise their early writing skills. Staff also encourage children to write their name on their artwork. Trips to the library stimulate children's interest in literature, particularly as they have the opportunity to listen to stories read by the librarian. Children enjoy playing on a stage that they have converted into a cosy den, where they initiate activities for themselves. Visitors from the local community, such as police officers excite the children's interest in role play, and they take part in imaginative play, with children playing the part of 'goodies and baddies'. Children celebrate major festivals, such as Christmas, Diwali, Chinese New Year and birthdays, which helps to promote mutual respect and encourages children to value each other. Staff invite a 'witch' into the nursery during Halloween, much to the delight of the children, sparking their interest in all things magic.

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

Children form a secure attachment with their key person who knows them well, resulting in them separating from their parents with ease. Staff gain information from parents about children's likes and dislikes, as well as their interests, in order to provide for their individual needs. Staff manage transitions between playrooms well, with the children having plenty of opportunities to visit for short periods, which is gradually lengthened until children settle happily.

Older children are developing an understanding about the importance of leading a healthy lifestyle. Staff support children in becoming independent in developing good hygiene routines. Freshly prepared meals are cooked on the premises, which are healthy and nutritious. However, staff do not encourage children to gain a sense of well-being, by allowing them to take responsibility for manageable tasks. For example, children do not help set the table, pour their own drink or to serve their own food. Staff teach the younger children about the importance of self-care, which helps to raise their self-esteem and confidence. Staff encourage daily outdoor play whatever the weather and are furthering children's coordination and balancing skills with the provision of various climbing equipment. Children enjoy trips to the park where they run and participate in ring games. They go for walks to a canal where they have the opportunity to feed the ducks and learn about personal safety.

Staff work directly with the children for much of the time and make sufficient use of what is available. A wide range of suitable and age-appropriate resources are stored within children's reach, such as jigsaws and dressing up clothes that children access independently. Staff read children stories, but do not teach the children to handle books carefully, resulting in them being left on the floor where children stand on them. Baby and toddler staff create a calm atmosphere, with moments of quiet reflection, including listening to music. However, staff working with the pre-school children speak loudly, which in turn encourages the children to raise their voices, resulting in difficulty when trying to hear what children are saying. This leads to a lack of concentration, and children becoming frustrated and then not cooperating with each other during play. For instance, when a child wished to join in with pretend play, their friends were unable to hear their plea and so they were ignored by the children, which led to them crying. Staff do not organise pre-school playrooms very well, leaving them in disarray and children having a lack of respect for resources.

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

Staff have a sound understanding of safeguarding and welfare requirements overall, with management following appropriate procedures for appointing new staff. They have a clear understanding about how to protect children, should they have a concern and there is a written policy, to which all staff adhere to. However, supervision is not fully effective for the staff who work with the older children, leading to management not always recognising

their weaknesses, resulting in underperformance not always being successfully monitored. Consequently, practice across the nursery is inconsistent and children in the pre-school rooms do not always make good progress given their starting points and capabilities. Staff care for children in a safe and secure environment and carry out daily visual checks, enabling staff to minimise potential risks to children.

The inspection took place following a complaint about staff using inappropriate ways of managing children's behaviour. The inspection found variable practice within the nursery. For example, staff working with the older children lack appropriate training, knowledge and skills in behaviour management. As a result, older children are not learning to adjust their behaviour in different situations or take a change of routine in their stride, which leads to upset and confusion.

Partnership with parents are strong. They report staff as 'approachable', 'friendly' and keep them up-to-date about their children's progress both verbally and with written reports. Useful information is shared via a parent notice board, including events and activities that are taking place locally. Good partnership working with a broad range of professionals help to target, support and review the arrangements for children with special needs. Staff establish positive links with local schools, to aid children's transition. They also establish links with other nurseries and a children's centre in the area that children also attend, resulting in consistency of care and learning.

Staff who work with babies and toddlers work well as a team. They meet regularly to review and evaluate their practice and share an ambition to help continuously improve outcomes for children. However, the relationship between the staff working with older children is fragmented, therefore, support and the promotion of the children's interests are not well established. This is evident during some activities, such as 'looking for items outside', as staff did not plan this very well, leaving children confused about what was being asked of them.

The majority of staff are committed to making continuous improvement, so have a sufficient system of identifying areas for development within the playrooms and garden. For example, having a wish list of resources they would like to purchase to further children's understanding of modern technology. Recommendations from the previous inspection have been suitably tackled, such as documenting contributions from parents, to help support children's learning and to help track their progress. Planning and assessment are suitably monitored with sufficient depth and breadth for the younger children, which enables staff to target individuals who require extra support and to seek appropriate intervention.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	EY423716
Local authority	Oldham

Inspection number	903632
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	78
Name of provider	Jelly Babies Pre-School Learning Alliance
Date of previous inspection	22/11/2011
Telephone number	01616810552

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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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