

Jitterbugs Nursery

72 Royd Street, Milnsbridge, Huddersfield, HD3 4QY

Inspection date	27/08/2013
Previous inspection date	02/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff at the nursery know individual children very well. Through precise and accurate assessment they offer them challenging, stimulating and varied activities that help them make good progress towards the early learning goals.
- Children feel safe and secure in their relationships with staff. The strong key person system, built around effective settling-in arrangements, strengthens relationships with the children and their families and supports continuity between nursery and home life.
- Partnerships with parents are extremely well fostered, because staff work hard to ensure there is a joint approach to every child's care and learning.
- Children with special educational needs and/or disabilities are very well supported. There is a well-established relationship with other professionals who can offer support and guidance. As a result, children are fully included and their individual needs are successfully met.

It is not yet outstanding because

- There are fewer opportunities for babies to pull themselves to a standing position or to sit comfortably when being cradled or bottle fed because there is no adult sized furniture, such as a nursing chair, in the room.
- Although there are many resources and activities that promote children's understanding of diversity, there are few pictures and posters on display that help ethnically diverse families and those children and families with disabilities recognise that they are valued.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in all playrooms where care takes place and in the outdoor play areas.
- The inspector had discussions with the management team, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation, records, policies and procedures and the nursery's own parent questionnaires and evaluations.

Inspector

Helene Terry

Full Report

Information about the setting

Jitterbugs Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned and managed by Jitterbugs Nurseries Limited. It operates from three playrooms within a single story building in the Milnsbridge area of Huddersfield, West Yorkshire. The nursery serves the local community and surrounding areas and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 19 members of staff, of these, 18 hold appropriate early years qualifications at level 2 or above. One member of staff holds a Bachelor of Arts Honours Degree in Early Years and one member of staff holds Early Years Professional Status. The nursery opens Monday to Friday 7.30am to 6pm all year round except for bank holidays. Children attend for a variety of sessions. There are currently 84 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- provide more opportunities for babies to sit comfortably with staff, especially when being bottle fed and to enable them to pull themselves to standing position, for example, by providing an adult sized comfy chair or sofa

- enhance the already welcoming environment to help parents and children recognise that they are valued, for example, by providing more posters and pictures that positively represent social diversity.

Inspection judgements

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

The learning environment for all age groups is very stimulating. Children have easy access to a very good range of enticing and high quality resources covering all areas of learning. As a result, children are very motivated to learn and develop curiosity about objects, events and people and engage in using their senses to explore the world around them. To ensure that activities meet the needs of children staff take good account of children's starting points. They gather clear information from parents and make careful observations

when children first start in the nursery. Staff assess children's progress routinely and complete children's progress check at age two effectively. They are very proactive in encouraging parents to contribute their observations of children's learning at home in order to develop a bigger picture of their development. The 'wow' boards in each playroom clearly show how parents contribute their observations of their children's learning. Staff also use these achievements to boost children's confidence and self-esteem when they talk about how well children have done, during group time. Small group activities are very well planned and target individual children's needs effectively. Children with special educational needs and/or disabilities have their own individual educational plans to help them make best progress. Parents receive very good information about their children's development. For example, they regularly attend parents' evenings that are held throughout the year and they have good access to their children's development records. They also receive summative reports on their child's progress and they have regular discussions with their child's key person when they collect or drop off their child. Parents are also very effectively encouraged to continue their child's learning at home. Displays in the entrance area help them understand about their children's learning and they are encouraged to take home the 'resource sacks', which contain activities for them to do with their children. This positively enhances children's development through the shared process.

Staff provide lots of sensory activities for the children, particularly in the baby room. Babies delight in playing with the treasure baskets containing lots of natural and sensory materials. Staff extend learning well by sitting with the children and engaging them in play. They introduce the concept of numbers as they play with babies in the 'mud kitchen' counting out spoonfuls of bark into a container, then encourage children to listen to the sound that the bark makes when it is shaken. They encourage the babies to replicate the sounds by using repetitive words, such as 'shaky, shaky, shaky', hence helping children's listening skills to support language in their development. Babies are also given lots of opportunity to explore art materials. They enjoy the feel of the paint as they brush it on their hands to make handprints or they dribble the paint over the paper and observe the marks that they make. This helps children notice the effects of their movements on materials. Staff develop children's communication and language skills very well. Staff talk with children and babies throughout the activities to help children link words to actions. Staff are very aware that children's understanding of language is often far greater than their ability to express themselves, therefore, they routinely use Makaton sign language to help children communicate. This also supports children with language difficulties. Babies are encouraged to take part in lots of physical experiences, such as dancing to music, bouncing, crawling and toddling. However, there is scope to improve the facilities for staff and children to sit comfortably together when being cradled or bottle fed, and for babies to pull themselves to standing, because there is no adult sized comfortable seating in the baby room.

Staff encourage children to become interested in books. They read books with children and show enthusiasm when they use different voices to tell the stories and encourage children to join in. They growl with vigour at a favourite story about a monster that is half grizzly bear and half buffalo. Through books and stories they encourage children to associate events with their own lives and ask questions to help children respond in their own words. For example, they talk with children about what they like to do when visiting

parks and who they visit the park with. Staff support toddlers very effectively in helping them think about what they want to make as they draw pictures of themselves and their favourite superhero. They talk about how many eyes they have and staff ask questions, such as 'What are these that are on the end of our bodies?' as they point to their legs. This enables children to think about how to position body parts on their drawings. The child mentions that their superhero has muscles and this instigates a conversation about where on the picture are they going to put the muscles and about how eating a healthy diet helps us build muscle. Staff effectively show children how to think and solve problems. For example, they demonstrate how to think out aloud during a conversation about birds by asking questions such as, 'I wonder where the birds all live?' This instigates children's suggestions about the trees and the sky.

Children are inquisitive about the world around them and staff provide them with lots of opportunities and resources to investigate their natural environment. Children learn about the life cycles of butterflies and plants. They enthusiastically show staff the caterpillars that they find and make suggestions about what they like to eat. A child shows excitement as she talks about how caterpillars change into cocoons and then into butterflies and fly away. Children are helped to develop skills using information and communication technology. Pre-school children confidently demonstrate their skills in using computer software on the interactive board, while younger children press buttons on electronic activities to find out how things work and happen. Preschool children are provided with lots of opportunities to develop their early writing skills. They confidently recognise their own names and are beginning to link sounds of letters to the alphabet. Some children are writing recognisable letters associated with their names. As a result, children are developing very good skills for their future learning.

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

Staff recognise the individual needs and lifestyles of each child extremely well. They provide very sensitive and reassuring interaction, which helps children feel settled and secure. A very good gradual settling in procedure is used for each child according to their needs. This ensures that children are comfortable with their key person and that they separate from their parents successfully. Children who become upset are quickly comforted by reassuring adults, especially their key person. Children are effectively supported to move between the playrooms or onto school. Transition forms are used, which show children's developmental stages and the child's key person helps settle them in their new environment. Teachers are encouraged to visit the nursery to observe children in their familiar environment and as a result, continuity of care is promoted very well. Inclusion is effectively promoted. All children are encouraged to participate in the activities and furniture and equipment is provided for those children with disabilities. Those children needing extra support are provided with a one-to-one member of staff to address their additional needs. Staff use Makaton, a simple sign language with children, which actively supports their understanding and communication. Although there are many resources and activities that promote children's understanding of diversity, there are few pictures and posters on display that help ethnically diverse families and those children and families with disabilities recognise that they are valued within the nursery.

Children's behaviour within the nursery is very good because staff listen and give time to children to support them in understanding their feelings. Staff use lots of praise and encouragement to enhance children's self-esteem and confidence and the 'wow boards' further support this. Staff help children understand the routines of the day to support their emotional needs by talking with the children about any changes that are about to happen. For example, the staff inform children that 'in a little while we are going to tidy up for lunch'. They encourage children to start taking small responsibilities. For example, children like to help with tidying up their toys and staff praise children's efforts. As a result, they feel pride and become confident in their achievements. Staff have attended behaviour management training and are therefore aware of appropriate methods to use to promote positive behaviour amongst the children.

Through activities and everyday routines children are helped to understand about healthy lifestyles and how to keep themselves safe. For example, they learn about food that is good for them when they help grow runner beans in the garden, pick them and help prepare them for their lunch. Children enjoy a delicious broad range of nutritious meals, which are freshly prepared on site. The nursery has been awarded the 'Kirklees healthy choice award' in recognition of the meals and snacks that they provide. Most mealtimes are pleasant, social occasions where staff sit with the children to engage in conversations. Pre-school children develop their independence as they gather their own cutlery and cup before sitting down at the table.

Children are aware that physical play is good and helps keep their bodies healthy. Through physical play they also learn to take risks in a safe environment, for example, as they climb slides or use scissors. Children receive good support in developing independence in key aspects of development, such as toilet training.

Children are provided with lots of opportunities to spend time in the outdoor play areas in all weathers because waterproof clothing is available for them. During outdoor play children can run, balance, climb and use bicycles, engage in imaginative role play, draw with chalks and choose from the many resources in the shed. During the hot weather children are protected from the sun effectively. High factor sun cream and hats are used by all the children. Staff apply this liberally prior to allowing the children outdoors. Drinks are accessible at all times to keep children hydrated. The recently reviewed nappy changing procedures are excellent in helping prevent nappy rash. Parents are contacted immediately if a child shows any signs of developing a sore bottom and barrier cream is applied. Staff ensure that children's individual needs are addressed very effectively, for example, as babies individual routines preferred by parents are followed.

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

This is a very well-organised nursery where staff demonstrate a thorough understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. A comprehensive range of policies and procedures effectively underpin daily practice and staff are confident in how to carry out their roles and

responsibilities. The nursery's complaints procedure is made available for parents and follows all of the requirements. Management adhere to this at all times. Staff have a good awareness of safeguarding procedures because they have attended training and they know who to share information with if they have concerns for a child's welfare. They refresh their knowledge at staff meetings and in-house training so that they are well equipped to deal with a range of scenarios. Staff are experienced in working alongside social care teams within the local authority, to protect children. There are updates to policies, for example, on the sensible use of mobile telephones. There is a clear whistle blowing procedure if staff have concerns within the nursery. Staff are aware of privacy and confidentiality requirements as this is part of their induction process. Staff complete a thorough range of risk assessments on all aspects of the nursery, both indoors and outdoors to further protect children and minimise risks. They take steps to keep children safe and secure by carefully recording visitors and maintaining accurate registers of all staff and children on site. There are robust procedures in place when recruiting new members of staff. A detailed induction process helps to ensure all staff receive a strong grounding in the nurseries policies and procedures to help inform them of their roles and responsibilities. Records are maintained of staffs' Disclosure and Barring Service checks to ensure that they are suitable to work with children. Staff also take part in regular supervision and appraisals are used to support and promote staffs' professional development. Underperformance is quickly identified and any issues that arise are effectively addressed, following the nursery's procedures. Staff have good access to training and records are maintained of their achievements. Management have good procedures in place to ensure that the deployment of staff, including adult to child ratios, meet the needs of the children attending. The nursery works to high adult to child ratios, which means that children are always well supervised and receive good levels of care and attention. The management team, including the deputies, are supernumerary and effectively supervise and support the whole staff team.

Staff build successful partnerships with parents, which begins with sharing information about children's starting points and children's individual needs. Parents are provided with a wide range of good quality information about the nursery's policies and procedures, children's daily activities and future events. Management regularly seek parental feedback to influence changes. Parental views and opinions are considered seriously and parents receive feedback on their suggestions. Past improvements based on parental communications have led to the removal of beef from the menu. The nursery's own parent questionnaires demonstrate that parents are very happy with the standard of care and learning in the nursery. They state that the parents' evenings are very beneficial to their understanding about their child's development. They also enjoyed the stay and play sessions, which many parents attended to help them understand about the benefits of play. Successful links are made with schools that children move on to and they welcome visits from school staff to help continuity of care and learning. Staff understand the importance of making links with other settings that children may attend and they work very closely with other agencies supporting children's needs, such as social care teams, inclusion workers, physiotherapists and speech and language therapists.

The management team demonstrates a very high level of commitment and enthusiasm in their roles in the nursery. Leadership provides a positive drive to improvement and they effectively embed new initiatives within nursery practice. For example, they have worked

very hard at developing partnerships with parents, which is showing good results within the nursery. All the recommendations identified at the previous inspection have been effectively addressed to enhance children's development and well-being. All staff contribute to the accurate evaluation of the nursery through discussions and feedback during staff meetings. There are rigorous checks in place to monitor children's progress and ensure any gaps in children's achievements are identified and quickly addressed, to maximise children's learning.

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 action. 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	EY256796
Local authority	Kirklees
Inspection number	928086
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	84
Name of provider	Jitterbugs Nurseries Ltd
Date of previous inspection	02/09/2009
Telephone number	01484 460718

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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, which are usually the childminder's 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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