

Jelly Babies

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

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| Inspection date | 20/09/2013 |
| Previous inspection date | 06/02/2013 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 3 |
| 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

- A variety of resources and play experiences are provided so that children make steady progress in their learning and development.
- The key person system enables babies and children to develop close, positive relationships which support their emotional needs so that they are happy and content.
- Staff have a sound understanding of how to promote the safety and welfare of the children in their care. They assess the risks to the premises well and minimises these so that children are able to learn and play in a safe environment.

It is not yet good because

- Information gained from observations and assessments is not used consistently to plan for children's next steps in learning. As a result, activities do not always fully match children's developmental needs, which impacts on their ability to make the best progress.
- The organisation of meal and snack times is not used to maximum effect to provide children with opportunities to further develop their social skills. Children occasionally sit for long periods of time, which sometimes leads to frustration and conflict.
- The manager has not yet fully implemented a system of peer observations to enable staff to learn from each other through honest and critical reflection.

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 children's activities in all playrooms and the outdoor environment.
- The inspector held discussions with the managers and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written questionnaires.

Inspector

Julie Kelly

Full Report

Information about the setting

Jelly Babies 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. It operates each weekday from 7.30am to 6pm all year round, except for public holidays and one week at Christmas.

There are currently 92 children on roll, all of whom are within the early years age group. Children are able to attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities. It provides funded early education for two-, three- and four-year-old children.

There are 20 members of staff employed to work directly with the children. Of these, one holds an early years qualification at level 5 and four hold an early years qualification at level 4. There are eight members of staff who hold an early years qualification at level 3 and seven who hold an early years qualification at level 2. The nursery is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- analyse the information gained through observation and ongoing assessment to plan purposeful and challenging activities and learning experiences to help children to make good progress.

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

- revise the arrangements for meal and snack times, with particular regard to the two- to three-year-old children, so that it gives them opportunities to further develop their social skills in a calm, relaxing atmosphere
- build on existing systems of self-evaluation, for example, by implementing a peer observation system, so that staff can learn from each other and continue to improve practice.

Inspection judgements

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

Staff have a sound knowledge of the Statutory framework for the Early Years Foundation Stage and generally provide a range of activities that capture children's interests. The environment is stimulating and well-resourced to provide children with opportunities to be active learners. Staff appropriately support children's physical skills, communication and language and personal, social and emotional development. This means that children develop the skills and abilities to prepare them for the next stage in their learning in readiness for school. Children can initiate their own play and learning as they choose the toys and equipment they want to play with from freely accessible boxes and baskets. Children with special educational needs and/or disabilities are supported particularly well because the key person liaises closely with parents to ensure their individual needs are met.

Children develop their personal, social and emotional skills as they play cooperatively in a group and form close relationships with staff and each other. They feel good about themselves as they are praised and encouraged by staff, which promotes their confidence and self-esteem. Staff are skilful in helping babies to develop their communication and language skills as they recognise and respond to the different sounds they make and the gestures they use to communicate. They repeat sounds back to them to encourage their understanding of two-way conversation and provide valuable opportunities for them to listen and tune in to the noises they hear. Older children use language to communicate their thoughts and ideas and talk confidently about their home and family. They listen attentively to staff during group activities and respond enthusiastically when asked questions.

Children use complex sentences and talk to connect ideas about what is happening and make links in their learning. For example, during an ice-cream making activity, pre-school children chat to staff about their favourite flavour and that they 'need to mix the milk and powder together'. They eagerly volunteer their thoughts about what will happen to the mixture when it is put in the fridge and say 'I think it will be cold' and 'it will go hard'. Daily access to outdoor play gives children opportunities to develop their large muscle control and coordination as they climb, ride wheeled toys and throw, kick and catch balls. Babies have the freedom and space to move, stretch, roll and reach and cruise along furniture. They develop their small muscle control as they pick up small objects and push, press and turn buttons on interactive toys. Older children develop their small manipulative skills as they make marks at the writing table, use a touchscreen computer tablet and fill and empty containers with water and sand.

Children make steady progress towards the early learning goals and are working comfortably within the typical range of development expected for their age. Staff observe and talk to children about what they like to do and respond to their ideas and suggestions. For example, as children explore a basket of shredded paper to find hidden objects, they decide to put the paper on their heads and say 'Look, we've got long, curly hair'. As a result of this, staff talk to children about different hairstyles and going to the hairdressers,

to encourage them to recall past experiences and extend their knowledge of the world around them.

Staff complete observations and assessments, together with termly learning development summaries, so that they are aware of children's current learning needs. However, information gathered from observations and assessment is not effectively analysed and used consistently to plan for children's next steps in their learning. As a result, activities do not always fully match their developmental needs, which impacts on their ability to make the best progress possible. Staff gather information about children's learning from parents on entry and use this information as a starting point. They share significant learning with parents through regular conversations, daily diary sheets, parents meetings and children's learning records. Parents contribute to children's learning records and tell staff what their children have been doing at home, so that they can build on their experiences. In addition, staff talk to parents about how they can help support their children's learning at home through simple everyday activities, such as counting as they go up and down stairs, reading stories and singing rhymes and songs.

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

Staff are caring and sensitive and support babies and children to form secure, emotional attachments, which provides a firm base to promote their personal, social and emotional development. A key person system is in place and staff know children well, which helps them to form close relationships and emotional attachments. Discussions with parents on entry about children's likes and dislikes and the implementation of the 'settling-in' policy ensures that children settle well. Furthermore, arrangements for supporting children as they move rooms is well planned through 'taster' visits, discussions between key persons and sharing of learning and development records. This means that children's emotional well-being is effectively promoted and transitions are smooth. Staff are consistent in the way that they approach behaviour management and children respond to positive praise and encouragement as they persevere with tasks. As a result, children develop their self-esteem; feel good about what they do and are beginning to understand the boundaries of appropriate behaviour. Despite this, the organisation of meal and snack times means that children are not provided with opportunities to further develop their social skills in a calm, relaxing atmosphere. They occasionally sit for long periods of time which sometimes leads to frustration and conflict.

Staff promote children's awareness of good hygiene routines through role modelling of good practice and the consistent implementation of policies and procedures. For example, children know that they wash their hands to 'get rid of germs'. Children enjoy a wide range of healthy, nutritious meals and snacks and regular drinks to support their physical well-being. Babies are provided with an alternative menu to meet their individual needs, such as blended food and pureed fruit and vegetables. Children are encouraged to do things for themselves, such as putting on and taking off aprons and coats which enables them to learn to manage their own self-care needs. There is a focus on outdoor activities and children have daily access to the large outdoor play area where they participate in physical exercise and benefit from fresh air. Babies and children are also taken for regular walks to the park, local shops and to feed the ducks on the canal. Staff also provide, cosy,

cushioned areas indoors where children can rest, relax and play quietly. Babies sleep in cots and are happy and content as they snuggle up in the recently purchased 'sleep pods'.

Staff ensure that children are kept safe in the indoor and outdoor environment. For example, daily checks are made to ensure that hazards are removed prior to children accessing the activities on offer. In addition, activities are risk assessed by staff to ensure they are safe and appropriate for babies' and children's individual needs according to their age and stage of development. This is particularly relevant to 'messy play' as staff are fully aware of the children who have skin conditions and allergies, and therefore some activities would not be suitable for them. Children demonstrate their understanding of staying safe as they talk about not running indoors and know that they have to be careful when they use scissors. The equipment and resources are safe, clean and well-maintained and developmentally appropriate to meet the individual needs of all the children attending.

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

There are two managers employed who have a sound understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Staff complete observations and assessments to monitor children's progress. Their appropriate knowledge of the children they care for enables them to, generally, plan enjoyable activities for children to help them make steady progress in their learning and development. Systems for tracking children's progress are in place so that staff can identify gaps in children's learning and seek appropriate interventions when needed. Adequate monitoring of planning and assessment ensures that children have access to a broad and balanced curriculum.

Safeguarding policies and procedures are in place and staff are aware of their roles and responsibilities in protecting children from harm. Staff have a sound knowledge of the signs and symptoms of abuse and know what to do and who to contact in the event of a cause for concern. The appropriate procedures for recruiting, vetting and checking staff ensures they are suitable and safe to work with children. Risk assessments and health and safety procedures ensure that hazards are minimised in order to reduce the risk of accidents to children.

The managers carry out regular staff supervision and appraisals to formally identify their continued professional development and training requirements. They are enthusiastic and fully committed to their roles and have worked hard since the last inspection to implement strategies to support staff and improve the service. In addition, they continue to gain support and advice by working in partnership with the local authority Early Years Team. For example, an environment audit is used as a self-evaluation tool and shared with staff to help them reflect on their practice and determine the effectiveness of the activities and experiences they provide. The managers observe the environment, resources and staff's practice in order to identify the strengths and weaknesses of the nursery. However, a system for peer observations to enable staff to learn from each other through honest and critical reflection has yet to be fully embraced. Action plans are in place that demonstrate

how the nursery is continually working to further develop and improve learning outcomes for children. Staff include the comments of parents and children in the self-evaluation process and their views are responded to and acted upon. For example, parents asked for more opportunities to discuss their children's learning and progress, which resulted in the implementation of termly parents' meetings. Children are asked about the things they enjoy at nursery and independently use a camera to take photographs of their favourite resources and places they like to play. This demonstrates how staff effectively listen to and value the opinions of children.

Staff have positive relationships with parents, which results in children's individual care needs being met and ensures that they have appropriate knowledge of their likes, dislikes and interests. They liaise closely with external professionals, such as health visitors and nurses and have firm links with schools which promotes continuity of care and learning. This also means that children are supported with transition to school. Parents are happy with the service provided and comment that their children 'are happy and enjoy their time in the setting'. They say that they are 'especially appreciative of the support and guidance they receive from sensitive and caring staff'. Parents describe the nursery as 'a place where they are reassured, made to feel welcome and can leave their children with confidence, knowing that they are happy, safe and secure'.

The Childcare Register

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| 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

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| Unique reference number | EY423716 |
| Local authority | Oldham |
| Inspection number | 932503 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 48 |
| Number of children on roll | 92 |
| Name of provider | Jelly Babies Pre-School Learning Alliance Committee |
| Date of previous inspection | 06/02/2013 |
| 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, 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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