

Jelly Tots

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

Inspection date	25/11/2013
Previous inspection date	01/07/2013

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

This provision requires improvement

- Teaching is good because the staff use children's interest to support and extend their learning and development. As a result, children are enthusiastic and motivated to learn.
- Staff form close bonds with the children which helps them to settle easily in to the nursery and promotes their emotional well-being and sense of security.
- Staff, parents, and other professionals work in closely together to share information about the children to effectively support their learning and development.

It is not yet good because

- Some staff do not have an established programme of professional development to improve their knowledge, understanding and practice, and alternative ways for staff to access training are not in place.
- The monitoring of progress is in the early stage of development and does not contain all the records completed by staff. As a result, it is not robust enough to show that children are making good progress and that gaps in children development are closing.
- The safeguarding policy and procedures are not regularly updated to ensure that changes in the local safeguarding children's board procedures are recorded.
- Self-evaluation does not show how the impact of previous recommendations has improved the learning and development, and safeguarding and welfare for the children attending.

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 playing in the nursery playroom.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector held a meeting with the manager and completed a joint observation.
- The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector monitored the safety of the premises and the playroom environment.
The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, including the safeguarding policy and risk assessments, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Jelly Tots Nursery opened in 2011 and is privately owned. It operates from the old library room connected to Solway Community Technology College in Silloth, Cumbria. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6.30pm all year round except on bank holidays. Children attend for a variety of sessions. Children are cared for in one main playroom divided into age related areas and have access to an enclosed outdoor play area.

There are currently 25 children in the early years age range. The nursery does not receive funding for the provision of free early education for two-, three- and four-year-old children but provides wraparound care supporting the school nursery. The nursery supports children with special educational needs and/or disabilities.

There are currently four staff working directly with the children, three of whom has an appropriate early years qualification. Two of the staff have qualifications at level -three and one at level 2. The nursery is a member of the National Day Nurseries Association. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- ensure an established programme of training and professional development is put in place to support and monitor staffs knowledge, understanding, and practice, for continued professional development of all staff.

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

- improve the time intervals used to record children's progress on the tracking documents to ensure a more robust and clearer picture of children's progress so that any gaps in their development are identified quickly so early intervention can be secured
- review the safeguarding policy regularly to ensure that any changes in the local safeguarding children board and disclosure and barring checks procedures are kept up to date
- improve the reflective self-evaluation of the nursery to ensure that the strengths and improvements are clearly identified and the improvements already implemented are evaluated to show the impact made on the learning and development and safeguarding and welfare of the children attending.

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

The quality of teaching delivered by the manager and staff is good. They understand how children learn and use a range of teaching strategies to support children's learning styles. As a result, children are engaged and enthusiastic in their play and are motivated to learn. Staff gather initial information from parents about the children during planned settling-in sessions. This information provides a starting point for each child's key person to assess and plan for the next steps in their learning. The staff know the children well and provide a range of activities which meet their learning needs and interests. They support children in their learning by encouraging them to make choices and decision about what they do and by listening carefully to their ideas. For example, children are becoming more interested in Christmas, parcels and posting. So the staff transform the hairdressers role play area into a post office complete with different sized envelopes, real stamps, packaging materials, money and all other related resources linked with the post office. The staff continuously monitor the use of different play areas and the resources. As the children do not access the writing area as much as expected, these resources are provided in other areas, including the post office. The planning highlights all the areas and

characteristics of learning with children's next steps highlighted so that staff support each child's learning needs. Staff observe children as they play to capture those special moments and achievements. These and other observations are placed in the children's files and used to inform the progress records which are completed termly. Since the last inspection, staff have introduced parents meetings to discuss children's progress. At these meetings, parents contribute their own thoughts and ideas of how well they think their child is doing and consult with the staff about what they would like to see their child achieving next. As a result, parents are involved in their children's learning and kept informed about how their children are progressing so that they can continue to help with their children's learning at home.

Staff provide an environment and practical routines to help encourage children to become more independent, make choices and decisions about what they do and be able to explore and investigate for themselves. Children create their own designs and use their imagination while using open ended resources. For example, children enjoy playing with large cardboard boxes and making a train. They join them together to make the carriages and pretend to go to Paris to buy some clothes. Children are cared for in a well-equipped age-related playroom. The activities provided and the good quality resources stimulate children's interest, extend their learning so that they remain engaged in what they do. The staff constantly interact with the children asking them open-ended questions about what they are doing. They join in appropriately with their play and take the time to listen carefully to the children and give them time to respond with their answer. Children explore their environment. They go for walks in the school grounds to feed the birds their left over bread which provides them with opportunities to recycle their waste food and discuss about caring for living things and the environment. Staff use effective teaching methods to promote children's communication and language skills. They practise their Christmas songs ready to sing at Christmas light switch on and listen to their favourite stories at quieter times during the day. Staff engage in conversation where they often repeat and reinforce words and sentences so that children hear the correct pronunciation which supports their language and communication skills. Children begin to learn the skills, attitudes and dispositions they require for moving onto the school nursery and the next stage of learning at age three years. Staff are beginning to monitor individual children's progress where they have identified any areas of concern in children's development. They speak with parents and ask to seek advice for the specialist teachers from the local authority so that referral systems can be put in place to support children's development.

Parents express a high regard for the nursery and the staff. They are warmly welcomed into the nursery by the staff team who take the time to speak with them about what the children have been doing at home. They say how friendly and approachable the staff are and praise them for the fantastic care that they provide for them and their children. Parents feel valued and respected because their opinion is asked for in questionnaires but also at parents meetings where staff ask them how they feel their child is doing and what their children do at home. Parents confirm that their children have made progress in their learning since starting and are well informed by staff about their child's development and progress. Regular newsletters and information is displayed on the parent's noticeboard which keeps them informed about the nursery. Parent's comments are warmly welcomed using 'wow' moment stickers on the wall display and through entries in the nursery to home diary. As a result, partnerships with parents are good partnerships to promote

continuity of care and learning for all children.

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

The manager and staff when consulted about their understanding of how they would deal with safeguarding issues, demonstrated during the inspection, that they know the procedures to follow and who to contact if they were concerned about any child in their care. Changes in the safeguarding policy and procedure were highlighted during a recent annual review asking the staff to add the contact details of the social care services triage team, that was displayed on the noticeboard, to the safeguarding policy. The manager updated the policy during the review meeting, but she has not re-written the policy. Although the staff have undertaken safeguarding training in the past, not all the staff have attended refresher courses and the manager has not considered alternative ways to access further training or ways to assess staffs knowledge. The staff do not use staff meetings to discuss 'what if' situations and scenarios to keep themselves informed and up-to-date in safeguarding or any other early years subjects, for example, first aid. As a result, if changes to protocols are initiated by the authorities, the staff will not be as knowledgeable as they should be. Nevertheless, staff help children to understand how to keep themselves safe from harm by teaching them safe practices in the nursery. Children take part in topics relating to safety, such as, road safety and follow safe practices while out walking in the community. Fire safety is discussed through bonfire night topics and practised by the children taking part in the fire evacuation procedure. Staff help children to learn social skills, such as good manners, turn taking and sharing, so that they learn to play cooperatively together. Children learn to be patient and tolerate each other as they play and to respect each other's differences. Staff deploy themselves to support children. They get down to the children's level and sit close to them. Staff use positive strategies to help promote positive behaviour and the children respond because their self-esteem, confidence, and emotional wellbeing is promoted. Consequently, children are beginning to learn the necessary skills in preparation for their move on to nursery school.

Staff have well established key person roles to ensure children's emotional needs are met. Children are happy and contented. They form a close bond and secure attachment with their key person, who is on hand to help them to settle easily into the nursery routine. Younger children stay close to their key person, watching what they do, and cuddle into them at feeding and story times. Settling in procedures meet the needs of the children. They attend the nursery for short visits before starting, so they become familiar with the environment and staff. Staff engage with parents at arrival and collections times, sharing information about their child's day and welfare routines. This ensures that staff know about children's current interests and events, which staff can talk to children about and add into the planning. Children are also well prepared for their move onto other early years settings, including the attached school nursery. The staff invite the teaching staff into nursery and often visit the school nursery playground for physical play. Staff support children's independence from an early age, by ensuring children can put on and take off their coats and shoes. They learn basic health and hygiene skills and become independent at mealtimes. Staff use information from parents and the other settings children attend to provide continuity of learning and focus on children's next steps so they continue to help

children in their learning.

Staff provide a well laid out play and learning environment. The indoor and outdoor areas are well resourced with a range of equipment, including manufactured and natural play materials, which engage children's interest. Children's artwork is attractively displayed at low-level, so that children can easily look at them. This helps promote their sense of belonging. The environment is rich in print and there are labels and posters throughout the nursery. Since the last inspection, the staff has displayed lots of pictures of people from other countries to promote discussion and to raise children's awareness of other cultures and of disability. Staff celebrate festivals throughout the year and there are resources available that help promote the difference and diversity of the world. Staff provide opportunities for children to access physical play and exercise outdoors. They take children for walks around the school grounds and access the school nursery playground. Children enjoy the visits to the numerous places within the community. They go on woodland walks, to the splash pools, and to the beach where children watch the porpoises and dolphins jumping out of the sea. Children have plenty of space to move around and use their large muscle skills outside. They ride wheeled toys and cars, and climb the school nursery climbing wall and large play equipment. Staff make sure children eat a healthy snack and prepare children's packed lunch meals, as requested by parents. Staff offer advice on healthy eating for parents and help children to understand about maintaining a healthy lifestyle through topics and discussion during mealtimes. Children who sit in highchairs are happy to do so and staff remain close by to see to their needs. They give children time to eat their snacks and meals and remove children from the highchairs once they have finished. Children are involved in planting and growing outside, where they have grown tomatoes for seed, pumpkins and sunflowers. These activities help children to learn how to care for living things and their environment.

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

A priority inspection was completed following a notification from an outside agency that raised concerns about the safeguarding procedures and policy document, the safety of the premises, staff professional development and training, and behaviour management. During the inspection, the safety of the premises was monitored and parents questioned about the security of the main door. The inspection found that although the main door was open when the complainant arrived, it was due to exceptional circumstances, and the door was being monitored in this one off situation, so children were kept safe at all times. Staff complete detailed risk assessments and check the premises and play areas are safe for children to access. However, the complainant found a plastic bag on the floor under the highchairs which the staff agree should not have been there. This had been left by a parent after putting a pair of wellingtons in the shoe box. The staff are proactive to stop this from happening again and a poster is displayed asking parents not to bring plastic bags into the nursery in the future. The staff also reviewed the risk assessment in response to this incident and, as a result, staff are more vigilant of potential hazards and monitor the environment more closely when parents arrive with their children. The nursery

has a detailed set of policies and procedures which are reviewed annually. However, the local safeguarding board procedures has recently changed. Although the staff noted the new triage number on information displayed in the reception area, they failed to update the safeguarding policy until pointed out by the complainant, so the procedures were out of date. The staff have added the missing details and staff when questioned demonstrate a clear understanding of the procedure to follow if they are concerned about a child in their care, so children remain safe from harm. The manager ensures that staff are suitable to work with children through robust recruitment and suitability processes. Disclosure and barring checks are completed and recorded, references obtained, and original qualification documents are scrutinised to ensure that all staff meet the required level of qualifications, skills and experiences required. A full and detailed induction is completed by the manager for new staff and apprentices. Although some staff are provided with opportunities to gain a qualification, opportunities for all staff to access additional training is not in place. The manager has asked the local authority to register the nursery on their training website but this has not been achieved. As a result, there is no established programme of professional development to improve all staffs knowledge, understanding and practice. Alternative ways for staff to access training or to update their own knowledge are not in place to help further develop staffs teaching experiences and to further support children's well-being. As a result of this, the nursery is in partial breach of one of the Safeguarding and Welfare requirements of the Statutory framework of the Early Years Foundation Stage.

Supervision and appraisal meetings are in the early stages of implementation, but have been put in place since the last inspection. The manager works alongside the staff, and observes and monitors the effectiveness of the teaching methods they use. The manager and staff work well as a team. They know the children well and cater for their needs and interests. Since the last inspection, tracking systems have been introduced. Children's progress is recorded by the manager after consulting the children's development and progress reports. As the tracking documents are in the early stage of development, only one entry is recorded. However, there are more recent progress reports contained in children's folders that show progression in their learning. As it stands, the tracking system does not show effectively how children are making progress or clearly identify any delay or gaps in development to ensure that further support is obtained. The manager and staff are proactive in making improvements and listen to the views of others. Staff hold parent evenings and ask parents to complete questionnaires, so that they can incorporate their views and suggestions into the review process. The improvements made since the last inspection demonstrate the management's commitment to improve. However, they do not feature in the nursery self-evaluation which has not been updated since the beginning of the year. Therefore, the self-evaluation does not refer to the impact the improvements have made on the learning and development, and safeguarding and welfare of the children attending.

Positive relationships are established with parents. Parents express a high regard for the staff and service they provide. The positive comments received from parents during the inspection, include how well they are kept informed about children's routines, daily activities and progress. They say that the staff are friendly and approachable and that their children enjoy attending. Staff work closely with other childcare professionals, to support continuity of care and learning, and support any special educational needs and/or disabilities a child may have. They share information with the school nursery and use their

outdoor facilities for additional physical play experiences.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	944431
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	25
Name of provider	Jacqueline McCormick
Date of previous inspection	01/07/2013
Telephone number	07584057942

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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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