

Jelly Babies Day Nursery

Chapel Street, Little Lever, Bolton, Lancashire, BL3 1HP

Inspection date

25/04/2014

Previous inspection date

16/02/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children have access to a highly stimulating environment that promotes their learning and challenges them, both inside and outdoors.
- Children behave exceptionally well and show respect for staff and one another.
- Staff have very high expectations of themselves and children. They use their expert knowledge of the areas of learning, their high quality teaching and their clear understanding of how children learn to provide rich, varied and imaginative experiences to extend children's learning at all times.
- Children are extremely confident and show high levels of self-esteem. This is because staff give high priority to creating very strong bonds and attachments with children and their families.
- Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the setting, parents and external agencies.
- Children are kept exceptionally safe and secure in the setting because staff fully understand the importance of safeguarding children and what their roles and responsibilities entail.
- An excellent programme of staff development has been implemented by the manager and the owner. Consequently, staff are constantly seeking to improve their already outstanding practice.

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 had a tour of the nursery.
- The inspector observed activities and spoke to children and staff.
The inspector held meetings with the manager, the owner and the deputy of the
- nursery and looked at and discussed a range of policies, procedures and documentation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the owner's self-evaluation form and improvement plan.

Inspector

Emma Barrow

Full report

Information about the setting

Jelly Babies Day Nursery opened in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a converted school building situated in the Little Lever area of Bolton. The nursery serves the immediate locality and also the surrounding areas. Children are cared for within five rooms located on two floors and have access to enclosed outdoor play areas. The nursery opens five days a week from 7.30am until 6pm all year round, except on Bank Holidays and for a week at Christmas. Children attend for a variety of sessions. There are currently 107 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. There are currently 29 staff working directly with the children, all of whom have an appropriate early years qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- consider how routine activities can be used even further to enhance younger children's growing independence.

Inspection judgements

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

Staff have an excellent understanding of how children learn and support them in making rapid progress in their development. Staff carefully plan exciting and challenging activities to meet children's needs and skilfully introduce high quality resources to extend their play. They expertly promote children's thinking and conversational skills through the very good use of open-ended questions and continually think of new ways to enhance children's learning. Children demonstrate the characteristics of effective learning because staff fully understand the importance of children discovering solutions to their problems through play. Highly successful learning opportunities to develop problem solving take place in the wonderful outside areas. For instance, children make wedding cakes in the mud kitchen and use different sized containers as they learn to balance them on top of each other. Therefore, children learn by getting it wrong, trying again and then succeeding. The quality of teaching is excellent as staff skilfully ask questions, such as 'Why did that happen?', to encourage children to think about why the cakes keep falling down. Staff consider ways to further encourage children to be skilled critical thinkers in all activities, in order for children to work out problems by themselves. As a result, children are extremely well prepared for the next stage in their learning and school.

Staff incorporate mathematical concepts extremely well into messy play. For example,

teaching toddlers about number by hiding animals in the mud and asking, 'Can you find any more?' and 'How many can you see?' As a result, young children confidently count successfully to five. Children show high levels of concentration and are highly engaged in activities, and as a result, they are engrossed for sustained periods of time as they excitedly develop their ideas and exploration skills, with and without adult support. Children fully engage in their activities and experience very rich, varied and imaginative learning opportunities. High quality interactions between staff and babies mean that babies receive excellent standards of care in their learning. Staff allow babies time and space to discover how objects work and the sounds they make when banged together. Staff are very experienced and have a first-rate understanding of child development. They instinctively know when it is appropriate to intervene and when to allow babies to try things out themselves. For example, when babies attempt to take their first steps, they offer a gentle guiding hand and then support them in trying to walk independently. This means that babies soon become highly independent.

Children's next steps in their development are consistently planned for to challenge them in their learning and enable staff to continually track their progress. Tracking is precise and rigorous and supports all children to make exceptional progress from their starting points. To further prepare children for school, staff work closely with the local schools and have devised very effective transition strategies in partnership with parents. Every child has an individual file and a record of learning that is precise and sharply focused. Consequently, staff have a wealth of knowledge of every child's current and future learning needs. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. As a result, excellent relationships actively contribute to children's learning and progression, and promote the importance of home learning.

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

Staff support children to feel extremely secure and comfortable by having very close relationships with them, through the highly effective key person system. Each child's assigned key person is responsible for their development, routine care practices and liaison with parents. Children settle well because staff find out very meaningful information from parents about their child to ensure all children's needs are known and effectively met. As a result, staff are extremely knowledgeable about individual children's needs and use the vast range of information gathered from parents on entry to the setting to inform their practice. During settling-in periods, the key person meets and greets the children and supports them during the session. For example, new children are comforted by their key person by looking at family photographs of them that have been requested from home. Children form strong and secure emotional attachments with others, which provides a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interactions ensure that all children are happy and settled and form positive and trusting relationships with staff and each other.

Children respond to appropriate boundaries with high levels of encouragement and support. Children are extremely engaged in their play and are active learners; as a result,

their behaviour is outstanding. They demonstrate respect for each other, the staff and their environment. They show extremely high levels of self-control during their free play and in adult-led activities. They chat and engage with one another exceptionally well and have a high level of personal, social and emotional development. For example, children are able to resolve minor conflicts with each other. This is because staff are good role models and they teach and support children by demonstrating friendly behaviour and encouraging good relationships between the children.

Children thoroughly enjoy a range of healthy and nutritious snacks. The understanding of the importance of exercise and diet is exemplary. The nursery has taken part in a project run by the local council and, as a result, they have been recognised for their practice that promotes the importance of diet and exercise. Children learn about healthy lifestyles as they access the outdoors in all weathers, where they are appropriately clothed and encouraged to explore the outside area, developing their physical skills. Staff support them to exercise and develop their self-control through challenging and stimulating activities, while encouraging them to learn about taking calculated risks in their play. Staff effectively promote children's independence and sense of responsibility. For example, at mealtimes older children help to serve their own meals and choose from a very healthy and highly nutritious menu. Younger children are also given choices at mealtimes, with even the youngest babies pointing to their preferred choice of vegetables. However, there is scope to enhance these opportunities even further for toddlers to support their developing independence. Children enjoy the meals and eat competently, using appropriate cutlery for their age. Children are able to manage their own self-care, again appropriate to their age, because staff provide highly effective guidance and give them time to complete tasks.

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

Staff have a very professional understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They demonstrate an excellent understanding of their responsibilities to protect the children they care for. They are very confident of the procedures to take should they have concerns about a child in their care. Recruitment practices are very robust, ensuring that all adults involved with children at the nursery are suitable to do so. Induction systems and the monitoring of staff performance and practice are sharply focused and robust, therefore, children are safeguarded and protected. All staff complete safeguarding training as part of their excellent induction system and update this regularly. Staff adhere to the robust policies and procedures at all times to ensure consistency in their daily practice. These policies are shared with parents upon admission. This means that parents have a secure knowledge of the procedures that support their children's well-being and safety. Detailed risk assessments for the environment, activities and individual children further promote children's safety. Consequently, children play safely, both indoors and outdoors, as they learn, develop and make excellent progress in their learning.

The manager has a very clear overview of children's needs and ensures that the observation and assessment systems are highly effective in informing their planning.

Tracking sheets clearly highlight any gaps in learning and staff know exactly what they need to do to enhance the curriculum further. The staff team are exceptionally well organised with clear roles and responsibilities in place, which ensures the excellent and smooth running of the nursery. The manager is experienced and demonstrates an outstanding knowledge of what high quality observations and assessments should look like. Both the manager and the owner monitor staff practice and oversee staff and children's files to ensure quality is very high. As a result, assessment is very precise and highly accurate. Staff are continually looking at ways to develop practice and are passionate about delivering a high quality service. Staff morale is extremely high. The staff team work exceptionally well together and demonstrate they have an excellent understanding of all the children attending the nursery. They are strongly driven to maintain their ongoing improvement.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with external agencies due to the commitment of the manager in ensuring that a holistic approach to supporting all children's needs is in place. The nursery work closely with the local early years team who provide training and support. Staff have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are extremely well prepared for their next stage in learning and well prepared for their transition to school. Targeted learning programmes and children's development are shared with other providers. As a result, there is consistent and secure support for children with special educational needs and/or disabilities, and therefore all children's needs are extremely well met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	316010
Local authority	Bolton
Inspection number	868336
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	107
Name of provider	Jelly Babies Day Nursery Ltd
Date of previous inspection	16/02/2010
Telephone number	01204 412 756

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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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