

# Jelly Tots

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

<b>Inspection date</b>	18/11/2014
Previous inspection date	25/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		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 requires improvement

- The quality of teaching is good as staff have a secure understanding of how to promote children's learning and development through a variety of fun and interesting activities. As a result, children make good progress as they are engaged and motivated in their play.
- The key-person system helps children form secure attachments and develop positive relationships, which promotes their emotional well-being. Therefore, children are comfortable and confident in their surroundings.
- Staff have established good partnerships with parents and local primary schools to ensure children's individual needs are met and their future moves are supported.
- Children are provided with a safe and secure environment as staff have a clear knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.

### It is not yet good because

- Arrangements for performance management do not adequately focus on assessing staff practice to improve their personal effectiveness.
- Everyday activities, such as snack time, are not always used to provide opportunities for children to further develop their independence skills.
- Staff have not fully developed the outdoor area to enhance learning opportunities for children throughout the year.

## 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 viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery room.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Rachel Enright

## Full report

### Information about the setting

Jelly Tots was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. The nursery operates from a building connected to Solway Community Technology College in Silloth, Cumbria. The nursery serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 7.30am until 6.30pm, all year round except for bank holidays and two weeks at Christmas. Children attend for a variety of sessions. There are currently 27 children on roll who are in the early years age group. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- improve performance management systems to ensure appraisals and supervisions assess staff practice and provide the necessary support needed to strengthen their personal effectiveness.

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

- encourage children to further develop their independence skills during snack times, for example, by allowing them to serve their own food and pour their own drinks
- enhance provision in the outdoor area by providing a stimulating and well-resourced environment throughout the year.

## Inspection judgements

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

The quality of teaching is good as staff have a secure understanding of the learning and development requirements. They use their knowledge to deliver a balance of adult-led and child-initiated activities, which follow and extend children's individual interests and needs. Staff provide children with a good variety of fun and interesting experiences to cover all seven areas of learning. As a result, children make good progress from their starting points as they are engaged and motivated in their play. For example, children show concentration and develop their understanding of the world as they play with a selection

of small-world resources. Throughout this activity, staff provide clear explanations to children as they talk about the different uses of the vehicles and different job roles of the people, such as the police. Staff complete regular observations, assessments and progress summary reports to recognise children's achievements and identify the next steps in their learning. Alongside these, photographs and examples of children's own work are collated in individual learning journey books. Effective systems are in place for tracking children's ongoing progress, which ensures that gaps in their learning are identified quickly and addressed appropriately.

Children have access to a good range of high-quality resources, which enables them to make independent choices and participate in purposeful play. Staff effectively support children's communication and language development as they engage in constant discussion, ask open-ended questions, model language and introduce new vocabulary. As a result, children are becoming confident communicators and feel valued. Children enjoy being imaginative and artistic as they take part in a painting activity, where they create pictures for their Christmas calendars. This is further promoted as children have good opportunities to explore and experiment with a variety of different materials, such as junk modelling resources, coloured pencils, pens and chinks. This develops children's expressive arts and design skills as well as their early writing. Staff support children's mathematical development through activities to develop their awareness of colour, shape, size and measure. For example, children show excitement as they fill and empty different sized containers during water play. Children sit happily with staff and listen to stories, which promotes their developing interest in books and their early reading skills. Staff provide opportunities for children to develop their physical skills as they play in the outdoor area. Children also have access to the school field and playground, which enables them to take appropriate risks and develop their coordination. Consequently, children are effectively developing the skills required for the next stage in their learning at school.

Staff have implemented the progress check for children between the ages of two and three years. This information is shared with parents and gives a clear overview of the children's progress in the prime areas of learning. Staff have established good partnerships with parents to ensure children's individual needs are met. They provide parents with verbal and written feedback on a daily basis to keep them informed. Staff use a number of strategies to engage parents and involve them in their children's development. For example, staff encourage parents to view their children's learning journey books and make comments in the nursery-to-home diary. Staff have developed good links with the local primary schools to ensure children's future moves are supported. They work in partnership and share relevant information with teachers, which promotes a consistent and complementary approach.

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

An appropriate key-person system is in place, which helps children to form secure attachments and develop positive relationships with each other and staff. Children are comfortable and confident in their surroundings as they are clearly happy and settled. Staff provide a warm, friendly and welcoming environment, which creates a homely atmosphere and promotes children's emotional well-being. Staff are responsive to

children's individual care needs and encourage them to be restful when they are feeling tired. For example, staff provide children with a suitable cosy area, where they can relax and have periods of quiet time. This supports children's all-round development. Clear settling-in procedures enable staff and parents to share relevant information about children to support their move from home. This is further promoted as staff ensure children are emotionally prepared for change, when moving on to the next stage in their learning at school. This ensures children feel content and self-assured.

Staff generally encourage children to be independent and manage their own personal needs as they access their own resources, initiate their own play and wash their own hands. This helps to promote children's self-confidence and enables them to develop appropriate self-care skills. However, there are fewer opportunities for children to further develop their independence skills during snack times, for example, by allowing them to serve their own food and pour their own drinks. Children start to develop an understanding of their own health and well-being as staff implement clear hygiene practices. Staff provide children with a variety of nutritious snacks, which helps to promote the importance of a healthy diet and lifestyle. Lunch time meals are supplied from home and staff encourage parents to make healthy choices for their children. Staff provide children with daily opportunities for outdoor play, fresh air and exercise to enable them to be physically active. However, the outdoor environment is not fully developed to enhance learning opportunities for children throughout the year.

Children's behaviour is suitably managed as staff provide clear guidance and simple explanations. A number of strategies are used, such as distraction techniques, to reinforce appropriate behaviour. Therefore, children understand the boundaries and expectations within the nursery. Staff use regular praise and encouragement throughout children's activities, which enables them to feel respected and appreciated. Children are starting to develop their own understanding of how to keep themselves safe as staff talk about the importance of safety as they play. For example, children recognise that they need to be careful when playing in the water tray to ensure the floor does not get too wet and slippery.

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

Children are provided with a safe and secure environment as staff have a clear knowledge and understanding of the safeguarding and welfare requirements. They have attended relevant training and are aware of the procedures to follow if they have any concerns about children in their care. A range of written policies and procedures are suitably implemented within the nursery, to protect children's welfare. This is further supported by written risk assessments and safety checks, which are completed to identify any potential hazards and minimise harm to children. Recruitment procedures for induction, vetting and assessing the suitability of staff are in place. Staff are deployed appropriately within the nursery and ratios are consistently met to maintain children's safety and well-being.

Monitoring systems are used to enable the manager and staff to evaluate the educational programmes. This ensures that all areas of learning are appropriately covered and children

are making progress. Performance management systems are in place as the manager has recently started to complete appraisals and supervisions with staff to further their professional development. However, these do not adequately focus on assessing staff practice to provide the necessary support needed to strengthen their personal effectiveness. The manager uses self-evaluation and can identify strengths and areas for future development. The action and recommendations from the last inspection have been addressed, which shows a suitable capacity to improve. For example, staff have increased opportunities to attend relevant training, which improves their skills, knowledge and understanding.

Established partnerships with parents further support children in their learning and development. Parents receive daily feedback, regular newsletters and have access to a selection of information boards within the nursery to keep them informed. Parents make comments, such as 'Staff are approachable and are always on hand to offer support' and 'My child has settled quickly at the nursery and does not want to leave at the end of the day'. Staff have developed links with the local authority, other professionals and local primary schools as they understand the importance of working in partnership. This makes a contribution to meeting children's individual requirements.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY424791
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	962918
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Jacqueline McCormick
<b>Date of previous inspection</b>	25/11/2013
<b>Telephone number</b>	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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