

# Jingle Bell House Day Nursery

250 Castle Lane West, BOURNEMOUTH, BH8 9TT

<b>Inspection date</b>	11/11/2014
Previous inspection date	11/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		2
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

- Staff provide a safe and welcoming environment with a good range of play equipment, where children settle quickly, build confidence and learn through play and exploration.
- Staff teach children practical skills and encourage their independence, which help to prepare them for starting school.
- Positive partnerships with parents and others enable staff to meet children's care and welfare needs well.

### It is not yet good because

- The monitoring of children's progress is not always effective in identifying gaps in children's learning in order to plan consistently challenging activities.
- Staff interaction is not consistent to ensure children make good progress in all areas of learning.

## 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.

## Inspection activities

- The inspector observed children's activities inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector talked with the registered person, manager, staff and children.
- The inspector sampled documentation, which included policies and children's progress records.
- The inspector took into account parents' views obtained in person.

## Inspector

Brenda Flewitt

## Full report

### Information about the setting

Jingle Bell House Day Nursery registered under new ownership in 2008. It is owned by The Jingle Bell House Ltd. The nursery operates from a converted house in north Bournemouth near to the town centre. Accommodation consists of three separate areas. The baby room on the first floor is accessible via a flight of stairs. There is an enclosed garden for outdoor play. The nursery is open from 8am to 6pm each weekday for 50 weeks of the year. The nursery is registered on the Early Years Register. It provides free early education for three-+and four-year-old children. There are currently 112 children on roll. The nursery employs 15 members of staff. Of these, most hold early years qualifications at level 3, and two have achieved Early Years Professional Status.

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

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

- improve monitoring of children's progress in order to identify gaps in their learning and to plan challenging activities that help them make good progress
- improve staff supervision methods to ensure there is consistency between staff in the quality of their interaction with children, to help children learn and make good progress.

### Inspection judgements

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

Staff provide a welcoming environment, where children learn through play and exploration. Overall, staff have a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. They provide a good range of play equipment and resources, which they arrange to enable children to select independently. Staff use a pictorial system to help two-year-olds choose what activities they would like to take part in. For example, children can choose to move to the messy room, which includes a sensory area and various materials to explore.

Each child's key person completes a record that includes information from parents about children's starting points. Staff complete monthly observations of children's play and activities. They use the information to plot children's stage of development and identify the next steps in their learning, which they use in planning activities. However, the next steps are not always specific to identify appropriate challenges and do not cover all areas of learning sufficiently. There is no clear method to give an accurate overview of each child's achievements in all areas of learning. Therefore, monitoring of children's learning is

not effective in enabling staff to accurately track children's progress and identify gaps in their learning. This means staff do not always provide targeted challenges that help children make good progress in their learning and development.

Staff provide a good range of books and make them available for children to borrow to take home and share with their families. This encourages children's interest in books and stories. Staff provide various opportunities for children to experiment and develop an understanding of the world. Children start to learn about capacity as they fill and empty various containers with materials such as play dough, dry sand or pasta. These activities raise children's awareness of basic mathematical concepts.

Some staff interact effectively with the children during their activities, and their enthusiasm motivates children to join in and enjoy learning. They ask children open-ended questions that encourage children to think, solve problems and understand the world around them. For example, on the day of inspection, children enjoyed a balloon experiment; they were enthusiastic to learn about air moving an object. The member of staff encouraged them to think about what would happen, what equipment they would need and extended their vocabulary with words such as 'travel'. However, this quality of teaching is not consistent throughout the staff team. Some staff use closed questions that have a right or wrong answer and miss opportunities during children's play to extend children's vocabulary and understanding. Therefore, some children do not make as much progress as they could in all areas of learning.

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

Staff provide a welcoming environment, which results in children being happy and settled, some with extra reassurance from staff. Staff seek information from parents about children's activities at home. For example, staff in the baby room follow home routines so children eat and sleep according to their individual needs. Staff encourage parents to supply photographs to make family books so children can look at pictures and talk about familiar people when they are in the nursery. All this helps children feel settled and secure, and develop a sense of belonging.

Children learn about staff expectations through familiar routines and explanations, which leads to children behaving well. Staff prepare children for a change in activity with verbal and visual reminders. They encourage children to share equipment and take turns. Staff present as good role models, and treat everyone with respect and expect good manners. They regularly praise children for their efforts and achievements, which helps boost their self-esteem and confidence. Staff teach children how to use equipment safely, such as how to hold scissors when practising cutting skills. They invite visitors in, for example police officers, to help children learn about staying safe. Therefore, children are learning about taking responsibility for their own safety.

Staff promote children's healthy lifestyle well. They provide daily opportunities for fresh air and exercise. Regular visits from an outside sports organisation help promote children's understanding of the importance of keeping fit and healthy. Staff encourage children to

practise good routines for personal hygiene and to develop increasing independence as they use low-level toilet and hand-washing facilities. Children make choices from healthy options at meal times, such as a range of fresh fruit for snack. Staff provide a nutritious cooked lunch. Children develop good practical skills, such as preparing fruit, serving themselves, and using cutlery appropriately. These skills help prepare children for starting school.

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

Staff work well together as a team to ensure the setting operates smoothly on a day-to-day basis. They implement clear policies and procedures that promote children's welfare and safety. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. They keep their child protection knowledge up to date through regular training and discussion at staff meetings. Clear recruitment procedures mean that staff are checked for their suitability to work with children. Staff complete risk assessments and daily checks to support them in providing a safe environment for children to play and rest. Management monitor how staff use the observation, assessment and planning; however, these are not effective in enabling them to identify gaps in children's learning. This means they do not always plan consistently challenging activities that help children make good progress in their learning and development.

Staff promote positive partnerships with parents. They provide useful information about the nursery by way of written policies, a social media page, and a wealth of displays in the building. Staff make themselves available to parents to exchange information on a daily basis through conversation. This helps staff to meet children's individual care needs well. Staff provide ideas and resources for parents to continue their children's learning at home. They arrange parent information evenings to help support them in areas of child development. Parents report they are happy with the childcare and their children are happy and settle quickly. They say that they are encouraged to share information about their family, which includes traditions and celebrations, so that staff can help all children learn about the wider world.

The provider has successfully addressed the recommendations set at the last inspection, which has improved aspects of children's learning and partnerships with other early years providers. Staff have introduced communication books to use when children also attend additional early years settings. They use these to share information to promote consistency in children's welfare and learning. There are some methods for self-evaluation, which include ideas from staff, children and parents. Staff have identified some areas for development, such as making better use of the outside area to promote all areas of learning. The provider and manager carry out regular staff appraisals and supervision meetings. The manager also makes observations of staff practice, and staff complete peer observations. This enables them to identify some areas for development. However, these are not always successful in promoting consistency across the staff team to maintain high

quality provision.

## 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>	EY374817
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	829397
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	112
<b>Name of provider</b>	The Jingle Bell House Limited
<b>Date of previous inspection</b>	11/11/2008
<b>Telephone number</b>	01202 536 041

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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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