

Jolly Tots Pre-School Nursery

Queens Hall Cottage, Main Street, Burley in Wharfedale, ILKLEY, West Yorkshire,
LS29 7BT



Inspection date

11 March 2015

Previous inspection date

13 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff create a stimulating and exciting natural outdoor area, which includes amongst many other things a bug hotel and a mud kitchen. This ignites children's sense of wonder and fosters their imagination, exploration and investigation.
- Children are sociable and form special friendships. They learn about appropriate expectations for behaviour through good role-modelling by staff and interesting initiatives, such as 'The Friendship Tree'.
- Children effectively learn about healthy eating, which successfully contributes to their physical well-being. As part of this, they plant and grow herbs, fruit and vegetables.
- Children are safeguarded because management and staff are clear about their roles and responsibilities where child protection concerns arise, and create a safe and secure environment.
- Children's emotional well-being is ensured because staff are caring and loving. This is strengthened by effective transitions when they are new to the nursery, changing rooms or being prepared for moving on to school.
- Staff build positive relationships with parents and others, which ensures a shared and continued approach to children's care, learning and development.

It is not yet outstanding because:

- Staff in the baby room do not always enhance toddler's natural curiosity and ability to make connections through their exploration and investigation.
- Staff do not consistently foster the pre-school children's independence and self-care skills during some mealtimes.

What the setting needs to do to improve further

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

- increase toddlers' motivation and engagement, for example, by providing a greater range of rich and imaginative resources, media and materials that can be used, moved and combined in many different ways
- improve how older, more able children's independence can be further supported, for example, by providing more age-appropriate equipment at lunchtime to develop their self-care skills.

Inspection activities

- The inspector observed activities and care routines in the nursery playrooms and the outdoor learning environment. She spoke with children and staff at appropriate times during the inspection.
- The inspector held a meeting with the provider and manager, and carried out a joint observation with the manager.
- The inspector looked at children's records of learning, assessment records and planning, as well as sampling a range of other documents.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, and the provider's self-evaluation document and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Ayo

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

An accessible environment enables children to initiate their own play. Staff intervene at opportune moments to support and extend children's learning. Consequently, children are acquiring the skills that prepare them for their future move to school. Pre-school children are engaged and motivated as they play in the garden. They enjoy pretend play while making mud pies, using pots, pans and utensils, and confidently communicate. They solve problems as they work out how to change the angle of the bamboo ball run. This creates a steeper slope, which makes the ball whiz down faster. Toddlers in the baby room enjoy exploring the texture of the sand. Staff support their early language development by helping them to link words to actions and objects. However, when such activities are not set out, there are fewer resources, which they can use in a variety of ways. This means they are not as effectively motivated and engaged.

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

There is close consultation between parents and children's key person from when children start attending. As a result, children's individual needs are met and they develop secure attachments with staff. Photographs of the key-person groups fosters children's sense of belonging. An inclusive environment welcomes and supports all children. Staff use basic sign language, and display and use words in children's home language. Children in the toddler room develop confidence in their small and large physical skills. They make marks with the paint brush and ride around on wheeled toys. Meals are prepared daily by the cook, using fresh and locally-sourced produce. The weekly children's choice meal is displayed as part of a healthy eating display. Children learn to do things for themselves, such as, eating with a spoon, drinking from a cup and putting on coats. Children in the pre-school serve their own snack. However, opportunities to support their independence and self-care skills are not maximised at lunch time as children are given only a spoon and fork, with no option to use a knife.

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

The provider and her long-standing, well-qualified staff team have a good understanding of the Early Years Foundation Stage. There is strong leadership, resulting in good systems for reviewing and developing the quality of the provision. Many staff have been supported in gaining further qualifications and peer on peer observations are constantly developing. This means that improvements to the quality of the teaching are well-targeted. Parents receive good-quality information through displays, newsletters, photograph booklets and daily journals. Staff closely monitor children's progress and what they need to do next. They share this with parents and others effectively. Parents share information via the wow moments display and an interests tree. They are also involved in the life of the nursery in many other ways and their feedback is very complimentary. Development concerns are identified early and supported through close partnership working with other professionals.

Setting details

Unique reference number	EY411871
Local authority	Bradford
Inspection number	851231
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	57
Number of children on roll	87
Name of provider	Jolly Tots Pre-School Nursery Limited
Date of previous inspection	13 April 2011
Telephone number	01943862727

Jolly Tots Pre-School Nursery has been operating since 1997 and re-registered as a limited company in 2007. The nursery employs 21 members of childcare staff. Of these, all, except two, hold appropriate early years qualifications at level 3 to 6. One staff member holds Early Years Professional Status and the manager holds Early Years Teacher Status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

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