

Jelly Tots Nursery

13 White Hart Street, THETFORD, Norfolk, IP24 1AA



Inspection date

18 May 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children who speak English as an additional language are not provided with sufficient activities and resources so they can use their home language in their play and learning. As a result, they do not always make good progress in their communication and language skills.
- Staff do not always obtain sufficient information about children before they start, so they can provide a secure and welcoming environment for them to settle well. In addition, children's key persons do not consistently meet individual children's care needs, to help them form strong bonds and feel secure.
- Staff do not always provide parents with opportunities to support their children's learning at nursery or at home.
- Staff provide fewer opportunities for children to develop their independence and creative skills.

It has the following strengths

- Staff have a secure knowledge of child protection procedures. They can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child.
- Staff support children to be aware of their own health and safety. Staff remind children to put on their coats when it is cold outside. Children remind their peers to be careful when they are carrying toys across the room.
- The management are committed to improving their practice. They evaluate some aspects of the nursery and include the views of parents, staff, children and other professionals in improvement plans.

What the setting needs to do to improve further

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

- ensure that settling-in procedures are reviewed so that each child's care is tailored more to their individual needs, enabling them to become more familiar with the setting and build a stronger bond with their key person
- ensure that all reasonable steps are taken to provide opportunities for children who speak English as an additional language to develop and use their home language in the nursery, supporting them to make good progress in their communication and language skills.

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

- provide more opportunities for parents to be involved in their children's development at the setting and at home, so they experience more consistency in their learning
- provide more opportunities for children to develop their confidence and independence when being creative, for example, by offering a wide range of craft resources that they can access more easily.

Inspection activities

- The inspector observed activities in the nursery rooms and the outside play space.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held a meeting with the manager and provider.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and viewed parents' feedback on questionnaires.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Daniella Tyler

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff currently provide care for a large number of children who speak English as an additional language. However, staff do not obtain words in their home languages so these can be used in their play. As a result, children do not always make good progress with their confidence in communicating and their language abilities. Staff regularly observe the children and make assessments of their progress. They generally use these to tailor activities to children's learning needs. Consequently, they are sufficiently prepared for school. Children develop their physical skills and knowledge of colours. For example, while children are accessing paints, staff encourage them to identify the colours and stamp the plastic toy bricks on paper. However, children have fewer opportunities to create their own pieces of artwork independently. They are given limited paint colours and have to ask staff for paper. Staff regularly share their assessments and planning with other early years settings the children attend. Consequently, children experience some consistency in their learning.

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

Staff welcome children into the nursery and provide settling-in sessions for parents and children. However, they do not obtain enough information about the children before they start. Consequently, staff do not always provide toys and resources that support the children to settle well. Children's nappies are changed regularly, but this is not always carried out by the children's key persons. As a result, there is a lack of consistency to support children in forming strong bonds with their key person to help them feel confident in their environment. Staff obtain information about children's dietary requirements and allergies to ensure that they do not eat anything that could cause them harm. Staff provide healthy home-made meals, and children have appropriate opportunities for daily physical exercise and fresh air. Staff manage children's behaviour well. They regularly meet with parents to form consistent plans for how they will manage behaviour at home and at the nursery. Staff provide all children with access to activities. They encourage them to make friends with their peers and to acknowledge each other's differences, backgrounds and cultures.

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

The management team is well qualified and tracks children's progress. However, management have not taken timely action to address the weakness involving children who speak English as an additional language or the key-person system. Management take complaints seriously and respond to them in line with the requirements. Confidential records are stored securely and staff ensure they only discuss children's issues with their parents or carers. Management conduct regular meetings with staff to provide them with support. Staff are encouraged to complete training to further their knowledge and skills. They regularly share what they have learnt from training at team meetings. Staff form positive relationships with the local authority and implement their ideas for improvement.

Setting details

Unique reference number	EY477989
Local authority	Norfolk
Inspection number	1014453
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	38
Name of provider	Jelly Tots Limited
Date of previous inspection	Not applicable
Telephone number	01842 33 70 50

Jelly Tots Nursery was registered in 2014. It employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at levels 2 or 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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