

# Jellie Tots Pre-school

Rivermeads Hall, Staines Road, Twickenham, Middlesex, TW2 5JA



## Inspection date

10 July 2015

Previous inspection date

3 December 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff support children with special educational needs and/or disabilities well. They work closely with children and families to meet their needs and, where appropriate, refer them to outside agencies for additional support.
- Children are happy, settled and secure. Staff help them to develop good personal, social and emotional skills, which prepare them well for the next stage in learning.
- Partnerships with parents are well established because staff use a regular two-way flow of communication to share information about children's progress. Parents comment that they are happy with the care and learning opportunities offered to their children.
- Children are protected from harm. Most staff are qualified in paediatric first aid. Safeguarding practice is regularly discussed and policies and procedures are implemented very well.
- The management team is reflective and has a strong drive to continually improve practice. This helps to improve the quality of the provision for all children to achieve.

### It is not yet outstanding because:

- Staff do not consistently ensure that the more able children are always fully challenged during activities. This means that, on occasions, this group of children is not given high enough levels of challenge to support their best possible progress.
- Processes used to evaluate and further develop staff's good teaching skills are not yet fully effective to ensure staff support children to meet their full potential consistently.

## What the setting needs to do to improve further

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

- build on more able children's learning by consistently providing good levels of challenge to extend their developing skills and learning
- enhance the systems for monitoring staff practice so that staff support all children fully effectively to make the best possible progress.

### Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector spoke with parents to take account of their views.
- The inspector examined a range of documents, including policies and procedures, children's assessment records and staff's qualification certificates.

### Inspector

Joanne Allen

## Inspection findings

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

Staff have a good understanding of how children learn and develop. They effectively observe, assess and monitor children's progress. As a result, children make good progress in their learning and development. Staff complete the progress check for all children between the ages of two and three years. This means parents receive good information about their child's progress and any additional support they might need. Staff question children during child-led activities, which encourages children to work out problems for themselves as they play. For example, children have great fun as they play with bubble mixture and blow bubbles. Staff support this interest by teaching concepts of big and small. However, staff are inconsistent in their approach and do not always ask questions that challenge the more able children to make sure they achieve at the highest level.

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

Staff use good settling-in procedures. They get to know children and their families quickly and support their needs promptly. For example, staff visit the children in their home before they start. This helps staff and children to build good relationships from the outset. All children are warmly welcomed by staff as they enter the pre-school. They separate easily from their parents and quickly seek out and engage in play with their friends. Children enjoy many opportunities for fresh air and exercise in the well-equipped outdoor learning environment. Children climb on and over larger apparatus. They enjoy sliding down the slide and being met by caring staff who supervise them well. Staff routinely build children's self-confidence through praise and rewards. This encourages positive behaviour and helps children to develop a 'have a go' attitude. Staff promote good personal hygiene routines and develop children's understanding of healthy diets through nutritious snacks.

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

The management team has a very good knowledge of the learning and development requirements and how to keep children safe. The committee is involved in helping the manager and staff to review the effectiveness of procedures, activities and other aspects of their work. The manager completes regular supervisions to inform individual staff training plans. However, systems to support the good practice demonstrated by staff are not yet robust. Staff are not yet able to reflect upon their own practice or offered constructive feedback on how to enhance their skills. The management team implements robust recruitment checks and ensures all staff are suitable to work with children. Partnerships with the settings that children are due to move on to are well established. This ensures continuity in children's learning and promotes the best possible progress.

## Setting details

<b>Unique reference number</b>	507790
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	842235
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Jellie Tots Pre-School Committee
<b>Date of previous inspection</b>	3 December 2009
<b>Telephone number</b>	020 8255 0880

Jellie Tots Pre-school registered in 1997. The pre-school is open each weekday during school term time from 9.10am until 12.20pm. It receives funding for the provision of free early education to children aged two, three and four. The pre-school employs five members of staff, one of whom holds Qualified Teacher Status and four hold appropriate qualifications at level 6, level 3 and level 2.

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