

<b>Inspection date</b>	21 October 2015
Previous inspection date	18 November 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and well-qualified staff team are very ambitious and communicate high expectations for the nursery. They have worked hard together to make significant improvements within the whole of the nursery. They continue to use the evaluation process to highlight their strengths and areas for development in the future.
- The quality of teaching is good. Staff effectively promote children's communication and language, physical and personal, social and emotional development. This helps children develop essential skills in readiness for their future learning at school.
- Staff skilfully support disabled children and those with special educational needs. They track and monitor children's learning effectively, so that targeted support can be obtained through specialist services or funded one-to-one support. This helps all children make good progress towards the early learning goals.
- The key-person system is strong. Children new to the nursery are supported well and settle quickly. They develop a strong relationship with their key person and seek them out for support, guidance and reassurance.
- Relationships between parents are strong. Parents are extremely supportive of the nursery. They talk very positively about the care, learning and support that staff provide for their children.

### It is not yet outstanding because:

- Opportunities to engage children in more mathematical activities are not always used to maximum effect.
- Staff do not always provide sufficient opportunities for parents to contribute their views and thoughts to the self-evaluation of the nursery provision.

## What the setting needs to do to improve further

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

- enhance children's learning with more opportunities to learn about mathematics
- encourage parents to share their views and thoughts about the operation of the nursery to enable their opinions to be considered when evaluating the provision.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff team have worked hard since the last inspection to improve their practice and the provision. Effective systems to monitor staff's practice have been introduced, so they are now supported by a targeted programme of training. Staff evaluate all aspects of the nursery provision. Future plans are nearing completion with the total refurbishment of the nursery. Relationships with other settings are good. Staff provide wrap-around care with the school nursery and have established good continuity of care and learning. The arrangements for safeguarding are effective. The manager and staff team know their role and responsibilities and how to protect and safeguard children. They maintain a set of well-written policies, procedures and records which they actively implement to ensure children's safety and welfare.

### Quality of teaching, learning and assessment is good

Children are eager to explore and investigate their surroundings. They enjoy the many experiences made available to them both indoors, outdoors and within the community. Staff make themselves available at all times to support and extend children's learning. Children enjoy opportunities to visit the school playground. They collect the fallen leaves and talk about the colours they can see and the seasonal weather. Children enjoy a range of creative activities. They create their own paper pumpkins and decorate black, silhouetted butterfly shapes with white chalk. Children are curious and look at the interesting objects available on the nature table. Staff often question them during activities to help to extend their thinking skills. The management team and staff assess and identify children's starting points and ongoing developmental stages using information from parents and initial observations. They regularly share these assessments with parents and encourage them to provide additional information about what children have been doing and learning at home.

### Personal development, behaviour and welfare are good

Children are happy, confident and well behaved. Staff have clear expectations of behaviour and are good role models for the children. Changes to the outdoor area have been implemented very well. Children have designated areas to play and explore in safety. Staff have created a mud kitchen and herb garden to prompt discussions on healthy eating. They have decorated the tree and surrounding fence with wind chimes, mobiles, ribbons and steamers for children to see the effect of the wind. Children's levels of independence have also improved. They are given the opportunity to use their developing skills at mealtimes. All children pour their own drinks and serve themselves from a selection of fresh fruit and other healthy options. Staff constantly praise children's achievements which boosts their self-esteem and self-confidence.

### Outcomes for children are good

Information gained from assessments of children's learning is used well to track the progress of all of them. Staff have an accurate understanding of children's development to ensure they are well prepared for their next stage of learning at the school nursery.

## Setting details

<b>Unique reference number</b>	EY424791
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1029625
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Jacqueline McCormick
<b>Date of previous inspection</b>	18 November 2014
<b>Telephone number</b>	01697925035

Jelly Tots was registered in 2011. The setting employs four members of childcare staff who hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round, except bank holidays. Sessions are from 8am until 6pm. The setting provides wrap-around care for children and funded early education for two-year-old children.

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