

Jelly-Tots Pre-School & Nursery

Community Centre, The Oval, Stevenage, SG1 5RD



Inspection date	22 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 well-qualified staff competently use purposeful teaching methods. They provide a range of experiences that meets children's individual needs and builds on their interests.
- Staff work in close partnership with parents and other professionals involved in supporting children. They carefully follow any guidance given and complete clear reports where necessary. This helps to ensure that disabled children and those with special educational needs make good progress in their learning.
- Leadership is strong. The commitment to continuous development is evident. Staff take part in the comprehensive self-evaluation and devise detailed action plans. They use effective methods, including questionnaires, to obtain and collate the views of parents, and use these to drive improvement.
- Staff talk to children about their families, the languages they speak and celebrations they enjoy. Children discuss holidays and airports, creating their own passports. Staff take children to visit the local multicultural food shop. These are some of the ways that staff help to enhance children's understanding of diversity beyond their immediate family.

It is not yet outstanding because:

- Staff do not always make the best use of information from parents about their children's achievements at home, in order to enrich the planning of activities so that children make rapid progress.
- Staff do not make the best use of the opportunities for learning for those children who learn best in an outdoor environment.

What the setting needs to do to improve further

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

- make better use of ongoing information from parents about their children's learning and development at home
- extend opportunities for children to continue their learning when playing outdoors.

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 manager and discussed their findings.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as safeguarding procedures, policies and evidence of the suitability of staff working in the provision, staff training and supervision.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs and symptoms for concern about children's welfare and how to report them. The manager applies a programme of performance management, which contributes to the ongoing quality of practice. For example, supervision and feedback meetings are used effectively to drive the training plan. Staff are committed to their own development. They have broadened their knowledge to help children manage their feelings and behaviour, in order to support children's personal and social development. The manager follows robust procedures for recruitment and induction. New staff are supported well through mentoring arrangements and a detailed induction programme, which helps to ensure that the good quality of staff practice is maintained.

Quality of teaching, learning and assessment is good

Staff complete detailed planning to ensure that the learning programme is varied and builds on the observations they have made. Staff meet regularly with parents to review children's progress. They share their plans for promoting children's next steps with parents at the end of each half term in detailed written summaries. Staff talk with children consistently and take time to listen to their responses. This supports children's speech and language skills and encourages their further contribution. Children use a wide selection of materials to help them to write and draw. For example, they sit together using notepads and whiteboards to write letters and shopping lists. Staff enhance children's interest in mathematics during many activities, such as building with blocks. Children discuss what they wish to build, confidently naming shapes and correctly using simple mathematical terms.

Personal development, behaviour and welfare are good

Staff offer a series of short visits to the setting, to help parents and children during settling-in periods. Children show that they feel secure. They move eagerly between well-resourced areas and demonstrate clear motivation to learn. Children seek out staff to include them in their play, chatting and excitedly sharing their news about things they have done at home. Children learn that good hygiene is important to their health. For example, they wash their hands, with support, from an early age. Staff sensitively help children to understand and meet their own self-care needs. Children choose when they would like to eat their snack, closely monitored by staff, and help to prepare and cut up their fruit. These are some activities that help children to understand the importance of meeting their own needs and contribute towards their growing independence.

Outcomes for children are good

All children, including disabled children and those with special educational needs, as well as children who speak English as an additional language, make steady or good progress given their starting points. The manager reviews children's progress to ensure that any gaps in learning are closed. This helps to ensure that children acquire and practise the skills needed for the next steps in their learning, including school.

Setting details

Unique reference number	EY483704
Local authority	Hertfordshire
Inspection number	1039598
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	44
Name of provider	Ann Catherine O'Brien
Date of previous inspection	Not applicable
Telephone number	07591924595

Jelly-Tots Pre-School & Nursery was registered in 2014. The setting employs seven members of staff. Of these, six staff hold appropriate early years qualifications at level 2, 3 or 6. The setting opens from Monday to Friday during term time only. Sessions on Monday, Wednesday and Friday are from 9am to 2pm. Sessions on Tuesday and Thursday are from 9am to 12 noon.

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