

Jelly Tots Nursery

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



Inspection date	12 May 2016
Previous inspection date	18 May 2015

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

Summary of key findings for parents

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

- The quality of teaching is variable and does not always support children to make good progress in their learning.
- The management team's checking of staff's performance is not good enough. They do not consistently mentor those staff who are less confident and experienced, and focus on strengthening the quality of teaching.
- Staff do not consistently ensure that routine group activities meet the needs of the younger children in the nursery.

It has the following strengths

- The management team is committed to making improvements. Since the last inspection, they have implemented effective changes with support from the local authority.
- Staff form positive partnerships with parents. They keep them well informed about their children's development. Staff support parents to extend their children's learning at home. For example, they provide books and activity bags for parents to borrow.
- Children who speak English as an additional language are supported well to use their home language as well as English in their play.
- Staff ensure that the settling-in process for new children is tailored to meet the needs of individual children and their families. Staff get to know the children well. Children are happy, settled, and enjoy their time at the nursery.
- Children have daily opportunities to play in the outdoor area or go on walks locally. This helps to promote children's good health and supports their physical well-being.

What the setting needs to do to improve further

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

	Due Date
■ improve the overall consistency of teaching, ensuring staff use more challenging questioning to encourage children's thinking skills and listen to children's responses	27/06/2016
■ improve the performance management systems, to ensure the quality of all staff's teaching is consistent, by further developing a culture of support and coaching.	27/06/2016

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

- adapt the organisation of group activities to effectively meet the differing needs and interests of all children.

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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including the nursery's self-evaluation, records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector
Karen Harris

Inspection findings

Effectiveness of the leadership and management requires improvement

Performance management is not good enough. It does not place enough focus on the benefits of staff learning from each other, to help raise the quality of teaching across the nursery. The management team encourages staff to attend additional training to further their knowledge and skills. They have recently started to ask staff to reflect on their practice. Staff have a generally sound understanding of how children learn. They make observations and take photographs to evidence children's learning and plan activities around children's interests. Additional funding is spent effectively to help to promote the development of children. The arrangements for safeguarding are effective. Staff have a sound knowledge of child protection procedures. They know what to do should they have concerns about the welfare of a child in their care. Robust policies and induction procedures ensure all staff and students are safe and suitable for their role.

Quality of teaching, learning and assessment requires improvement

Staff organise the environment so that children enjoy free access to a wide range of toys and resources. Children are adequately occupied. They select what they want to play with and when. Children investigate how things feel as they explore different textures with their hands, such as salt, sand and water, and shaving foam. However, teaching practice is variable. Staff do not always recognise children's need to play independently. Staff get down to the children's level as they find bugs in the outdoor area. However, on occasions, staff's interactions with children do not sufficiently encourage children in conversation or effectively promote their thinking skills. Despite this, at other times interaction with children is of good quality. Staff join in with children's imaginative play as they pretend to be doctors. Babies play alongside each other and enjoy looking at books with staff.

Personal development, behaviour and welfare require improvement

Staff support children to behave well. They provide children with simple rules, such as using 'kind hands' and 'walking feet'. Staff manage unwanted behaviour sensitively. During group activities, such as story time, some children's needs are not consistently met at this time of the day. The large number of children in the group means that some children lose interest and become unsettled, needing a reminder from staff to listen. As a result, other children become distracted. Children enjoy nutritionally balanced meals in a social atmosphere. Staff support children to be emotionally prepared for their move to school. They have established links with the primary schools in the area. Staff plan to build on these contacts to provide further opportunities for children as they move on to school.

Outcomes for children require improvement

Children are supported to acquire basic skills ready for the next stage in their learning, such as starting school. Children are becoming more independent. They find their name on arrival and manage their own personal needs according to their age and stage of development. Children learn to share and take turns. They begin to identify shapes and use number names in their play. The staff work well with parents to put consistent approaches in place if there are any identified areas in the children's development that need support. This helps to ensure that children make steady progress.

Setting details

Unique reference number	EY477989
Local authority	Norfolk
Inspection number	1015921
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	45
Name of provider	Jelly Tots Limited
Date of previous inspection	18 May 2015
Telephone number	01842 337050

Jelly Tots Nursery was registered in 2014. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 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. It supports children who speak English as an additional language.

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