

# Jelly Babies

Failsworth Library, Main Street, Failsworth, MANCHESTER, M35 9PD



## Inspection date

29 July 2016

Previous inspection date

20 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Staff have a thorough understanding of the early years foundation stage. The quality of teaching and learning is good. All children make good progress from their individual starting points.
- A strong key-person system is in place. Staff are positive role models and understand children's needs and interests well. Children have formed strong attachments to their key person. Staff encourage children to join in with routines and give regular praise. Children listen to staff and exhibit good behaviour.
- Partnerships with other professionals are in place which help to support children's individual care and learning needs. Children who have special educational needs or disability are cared for by passionate and knowledgeable staff. Children who speak English as an additional language are supported well.
- The leadership team works well together. They strive to develop their knowledge so that they can support and mentor the staff team effectively. They welcome the views of staff and parents to drive continual improvement and offer a quality service to children and families.

### It is not yet outstanding because:

- Information gained from parents on entry does not contain detailed information about what children know and can do.
- Sometimes, children are not provided with enough opportunities to communicate their ideas and consider responses to questions.

## What the setting needs to do to improve further

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

- develop ways to consistently gain information from parents about children's individual developmental stage on entry
- use questioning skills more effectively and provide children with sufficient time to think about their responses and communicate their ideas.

### Inspection activities

- The inspector observed the quality of teaching during different activities and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the provider, manager and deputy manager. She looked at relevant documentation, such as training records, policies and procedures, risk assessments and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the appropriate authorities to contact if they have concerns about a child's welfare. They have access to a range of training opportunities to develop and refresh their knowledge. Members of the management team work directly in children's rooms. They raise the quality of staff's teaching through holding regular supervision sessions and appraisals. All the actions and recommendations from the previous inspection have been addressed. For example, systems of observation and assessment have been developed. Managers evaluate the service they provide and have identified key areas to address in the future. Staff regularly track children's progress to ensure that any gaps in their development are identified and appropriate interventions are sought. Any funding the nursery receives is targeted to meet the needs of children. Partnerships with local schools are in place, which support children as they prepare for the next stage in their learning.

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

Staff plan activities which support children's next steps in learning and development. The quality of teaching is good and staff use a range of different strategies to engage and capture children's interests. These include encouraging babies to make marks in flour, supporting toddlers to make patterns in slime, and role modelling how to write with a pencil for older children. This helps to support children's developing skills in making marks across all ages. Children actively access resources to follow their own ideas and explore different concepts. For example, they choose different instruments to play as they enjoy a song and rhyme session. Overall, good partnerships with parents are in place. Staff ensure that parents are aware of activities children have enjoyed through daily verbal discussion.

### Personal development, behaviour and welfare are good

Staff have created a friendly setting where children are warmly welcomed. An effective key-person system is in place. Staff are positive role models; they sit with children and join in their play with enthusiasm. Children enjoy joining in with routines and their behaviour is good. Their physical well-being is promoted and they enjoy outdoor play and healthy menus. Independence is supported well. For example, children make their own choices at snack time and serve themselves using spoons and tongs. Good levels of partnership working are in place to support children's needs. For example, teachers are invited into nursery prior to children starting school to talk with staff and learn about children's needs.

### Outcomes for children are good

All children are progressing well from their starting points. They enjoy challenge and are curious learners. Children are interested in learning; they access their own resources and initiate their own play. Children are well prepared with the key skills needed for the next stage in their learning, including the move to school.

## Setting details

<b>Unique reference number</b>	EY423716
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1028770
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Jelly Babies Pre-School Learning Alliance Committee
<b>Registered person unique reference number</b>	RP524916
<b>Date of previous inspection</b>	20 September 2013
<b>Telephone number</b>	01616810552

Jelly Babies was registered in 2011. The nursery employs 19 members of childcare staff, 16 of whom hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday all year round, except for public holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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