

Jolly Tots Pre-school

New Bury Community Centre, Buckley Lane, Farnworth, Bolton, Lancashire, BL4 9PR



Inspection date

6 October 2016

Previous inspection date

15 October 2012

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

- Care practices effectively promote children's physical and emotional well-being. Children settle quickly and staff are reassuring, using what they know about children's interests to help them play. Parents praise the staff and manager for their responsiveness to children's needs. Children demonstrate respect for others.
- Staff make good use of what they know about children's interests and preferred ways to learn, which helps to promote their good progress. They encourage children's thinking effectively, as well as helping them to extend their speaking skills.
- Children's progress is monitored closely so that any areas where their progress is weaker can be quickly acted on. Staff encourage parents from the outset of children's attendance to help work out what children can do and what they need to learn next.
- Partnership working is effective in promoting continuity of children's progress. Parents are provided with regular summaries of their children's progress. Staff help parents to support their children's learning at home through a variety of means and welcome news about children's successes and efforts.
- Staff and the manager demonstrate a positive attitude to continuing professional development and have gained higher qualifications since the last inspection. They recognise the importance of building on their skills and knowledge to continue to help promote children's good progress.

It is not yet outstanding because:

- Not all opportunities to teach children self-help skills are used effectively enough to fully promote their development of independence.
- Staff and the manager do not reflect critically or precisely enough on both the provision and their own teaching skills to gain the level of detail needed to raise the overall quality to outstanding.

What the setting needs to do to improve further

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

- identify and use all opportunities to teach children self-help skills and extend their independence, reviewing the effect of this on children's progress
- enhance the skills which enable practitioners to reflect in greater detail on their individual teaching, as well as the provision as a whole, and review the impact of this on the quality of provision.

Inspection activities

- The inspector viewed the areas of the premises used by the setting.
- The inspector observed the quality of staff practice during activities and assessed the impact this has on children's play and progress.
- The inspector completed two observations of staff practice with the manager.
- The inspector looked at relevant documentation related to the provision for children's welfare, progress and activities, along with evidence of checks on the suitability of those working on the premises.
- The inspector and manager discussed how continuous improvement is promoted in the setting. The inspector spoke to staff and children as appropriate.
- The inspector spoke to one parent to gain their views about the nursery and looked at relevant documents.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a secure knowledge of how to manage any concerns they may have regarding children's welfare. The manager makes regular checks to ensure that staff have the knowledge needed to carry out their safeguarding responsibilities, including their continuing suitability to work with children. There are frequent opportunities for staff and the manager to discuss the progress of individual children and to check that all children are receiving the support they need to make good progress. This includes whether it may be appropriate to seek support for children from other professionals. Parents are consulted well, including gaining their views on how the setting can improve.

Quality of teaching, learning and assessment is good

Staff make good use of teaching to the whole group of children to reinforce their knowledge of letters and the sounds these represent at the start of words. They promote children's enjoyment of books by reading favourite stories, and children learn to maintain their concentration well. Staff make effective use of popular events to help motivate children to engage in activities they sometimes prefer less. For example, children enjoy practising counting using finger puppets that are related to Halloween. Staff encourage children to think about the similarities they share with others, rather than any differences. For example, children learn about how all people have a skeleton, although they may look different on the outside. This, along with learning about the festivals celebrated by others, contributes to children's growing positive awareness of diversity.

Personal development, behaviour and welfare are good

Resources are highly accessible, which helps children to make decisions about what to play with. Staff make good use of children's chosen play, such as pretend play, to teach children about foods which are nutritious. The setting provides healthy snacks which reflect the diversity of foods eaten by children attending. Children have opportunities to help with simple tasks and learn the satisfaction to be gained from this. They clear away their plates after snacks and help to tidy up before playing outside. Staff encourage children to express their emotions as part of developing their social communication skills. When a child attempts to take another's resources, staff help them to use words to express their feelings.

Outcomes for children are good

Children make good progress in readiness for school. This includes children who have received early funded education in the setting since the age of two. Children swiftly receive targeted help to address any areas where their progress is weaker than their peers. They learn self-care skills, including managing their hygiene needs effectively. Children rapidly gain confidence, helping them to try new experiences and take small, well-managed risks. They learn about the importance of a balanced diet and regular exercise for living a healthy lifestyle. Children learn to respect others and use good manners. They form friendships and share resources and take turns as they play.

Setting details

Unique reference number	EY308294
Local authority	Bolton
Inspection number	1059700
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	12
Name of registered person	Wendy Hynes
Registered person unique reference number	RP514688
Date of previous inspection	15 October 2012
Telephone number	01204 482 965

Jolly Tots Pre-School was registered in 2005. The setting operates from 9am to midday, Monday to Friday during term time only. Four members of staff are employed. Of these, the manager holds a qualification at level 5, two staff hold level 3, and one holds level 2. The setting provides funded early education for three-year-old children.

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