

Jelly Tots Nursery

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



Inspection date

30 November 2016

Previous inspection date

12 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 is enthusiastic and committed to ensuring that she continues to raise the quality of provision. All actions raised at the last inspection have been addressed. The manager has high expectations for the provision and has implemented an incisive action plan to help her to achieve significant improvements.
- The manager has implemented a highly effective system of supervision and support for staff. She regularly observes staff practice and gives them clear guidance and targets to achieve so that they continue to raise the quality of their teaching skills. Staff value the support she gives and comment on the positive effect it has had on their practice.
- Partnership working with parents is highly effective. Parents are fully involved in their children's learning. Staff give parents clear guidance as to how to support children's learning and provide key next steps for parents to work on with their children at home.
- Children form secure bonds with staff and engage in meaningful, good quality interactions with them. Staff respond well to children's changing needs and children confidently approach staff when they need help. The needs of young babies are particularly well met as staff work closely in partnership with parents to support them.
- Children are keen and active learners who readily take on the challenges that staff give to them. They develop good friendships with other children and learn to share and swap resources to ensure everyone has equal opportunities to learn.

It is not yet outstanding because:

- Staff do not always provide rich opportunities to incorporate children's home language into play and learning, enhancing children's communication skills even further.
- Children do not always freely access a wide range of opportunities to develop their skills in how to operate technology, or gain an understanding of what it is used for.

What the setting needs to do to improve further

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

- offer more innovative ways to incorporate children's home language into play and learning to enable those children who speak English as an additional language to make even more rapid progress in their language development
- enhance children's interest in technology and provide an even wider range of stimulating resources for children to further their understanding of how to use technology for a purpose.

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 deputy manager.
- The inspector held a meeting with the nursery manager and deputy 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 sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures and improvement plans.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The manager is passionate about childcare and strives to achieve provision of the highest quality. The manager and her staff team reflect on all areas of provision and evaluate the progress children make. This helps them to tailor provision to meet the changing needs of those children who attend. Staff are well qualified and are supported in their ongoing professional development. They complete training to directly support those children who attend. For example, staff who work with babies receive training to enhance their knowledge and understanding of how to support babies' physical development and communication skills. Safeguarding is effective. Secure procedures are in place to report any concerns staff have about children's welfare, and staff are vigilant to the signs and symptoms of abuse and neglect. The manager updates staff with any new developments in safeguarding practice and ensures their knowledge is robust.

Quality of teaching, learning and assessment is good

Children experience high quality learning opportunities in literacy and maths. Older children eagerly practise writing their names as they complete their own attendance register. They learn to use mathematical language and recognise symbols, such as plus and minus when completing a puzzle. Younger children make marks using pens and use their fingers to paint. They have regular opportunities to count, such as when playing with dinosaurs. Staff skilfully follow children's interests and ask them questions to promote their critical thinking and problem-solving skills. Staff support those children who speak English as an additional language to develop their vocabulary. They repeat and reinforce language for children to hear and practise. Staff make accurate observations of children. They use information from parents to add to their assessments of children's abilities to ensure accuracy. Plans for learning are targeted to children's individual needs and are implemented as soon as children start at the nursery.

Personal development, behaviour and welfare are good

Staff are warm, kind and considerate to children and consistently demonstrate good manners for children to copy. Staff seek children's opinions during and after activities to find out if they enjoyed the activity. This helps children to feel valued and know that their opinions matter. Staff praise children often. This supports children's self-esteem and confidence and encourages them to try more challenging tasks. Staff teach children the nursery's rules. They explain why children must only wear their boots outside and not inside, as the nursery would get dirty and they may get germs. Children are encouraged to be independent and manage their personal needs according to their level of development. They eat healthy, well-balanced food and have daily opportunities in the fresh air to promote their physical well-being.

Outcomes for children are good

Children progress well in their learning and in some areas, exceed expectations. Children are highly motivated and eager to learn. They engage well in activities for prolonged periods. They ask questions to enhance their knowledge and respond well to staff questions. Children are well prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	EY477989
Local authority	Norfolk
Inspection number	1052802
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	50
Number of children on roll	42
Name of registered person	Jelly Tots Limited
Registered person unique reference number	RP904308
Date of previous inspection	12 May 2016
Telephone number	01842 33 70 50

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

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