

Jitterbugs Day Nursery

72 Royd Street, Milnsbridge, Huddersfield, HD3 4QY



Inspection date	26 January 2017
Previous inspection date	27 August 2013

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

- The staff team meets children's individual needs well. Staff work in partnership with other professionals to successfully support children who have special educational needs and disabilities and children who speak English as an additional language.
- Key persons are attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being. They demonstrate high levels of confidence and self-esteem.
- Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well. Staff work closely with the other settings operated by the same provider to share good practice ideas and further enhance their provision.
- Partnerships with parents are very good. They speak highly of the managers and staff, and very much value the opportunities they have to contribute to their children's learning and the assessments of their progress.
- Staff make good observations of children's progress and use the information well to help them plan for the next stages of learning. Children make good progress.
- The management team makes good use of the self-evaluation systems. The team monitors the quality of teaching effectively and provides constant support to keep improving outcomes for children.

It is not yet outstanding because:

- Staff sometimes respond too quickly after asking children questions, not giving them enough time to think and answer for themselves.
- Children do not have enough opportunities to use and learn about technology.

What the setting needs to do to improve further

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

- give children more opportunities and time to think and respond to questions
- develop opportunities for children to learn about technology and further extend their understanding of the world.

Inspection activities

- The inspector looked at the premises and the resources available to the children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records and evidence of staff suitability checks.
- The inspector held discussions with the provider and joint managers and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with one of the managers.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are fully aware of their safeguarding responsibilities and what to do if they have any concerns about a child's safety or welfare. The management team encourages and motivates all staff to keep up to date with new ideas, and staff continuously develop their knowledge and skills. They monitor children's overall development well and identify where children or groups of children may need additional support to help them catch up. Funding is used effectively to help the most vulnerable children to achieve well. Partnerships with parents, schools and other professionals are well established. Staff use these effectively to support children's ongoing progress and development, and to provide them with continuity in their care and learning.

Quality of teaching, learning and assessment is good

The well qualified and experienced staff are deployed appropriately to support the children in their chosen area of play. Children explore their surroundings confidently and make lots of choices about who and what they would like to play with. Children's mathematical skills are developing well. Staff encourage children to count, compare sizes and solve number problems during their activities. Babies play peek-a-boo and giggle as they explore shiny materials and different textures. They benefit from having plenty of space to develop their physical skills and mobility. Older children have fun using their imaginative skills to build a camp fire in their tent and cook food on it. Children build towers using blocks and pretend to be builders using different tools. They use drills and hammers to ensure their towers are secure. Parents speak highly of the staff and the support they provide to help their children's learning and development.

Personal development, behaviour and welfare are good

Children enjoy their time at the setting and take part in varied activities. Babies enjoy a lot of cuddles from staff, which help them to feel happy and settled. Children are physically active and have regular access to the outdoor environment. Staff use the outdoor area effectively to extend each child's learning experiences. The management and staff assess risks effectively and ensure children play in a safe environment. Children are polite and behave well. For example, they share and take turns as they play together. Staff use all opportunities to teach children about the benefits of having a healthy diet and following good hygiene routines. Children of all ages develop independence very well. For example, babies learn how to eat independently, while older children serve their food, tidy up and set-up activities.

Outcomes for children are good

All children develop the skills they need for the next stages in their learning and for their eventual move to school. Children are sociable, confident and independent. For instance, most children can manage to put on their coats. Children build their communication and language skills well. For example, they are confident to talk about their wider experiences and ask simple questions, while babies start to use basic words.

Setting details

Unique reference number	EY256796
Local authority	Kirklees
Inspection number	1064414
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	87
Name of registered person	Jitterbugs Nurseries Ltd
Registered person unique reference number	RP523244
Date of previous inspection	27 August 2013
Telephone number	01484 460718

Jitterbugs Day Nursery was registered in 2003. The nursery employs 17 members of staff, all of whom hold appropriate early years qualifications at level 2 or above. One member of staff has a degree in early years. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays. They provide funded early education for two-, three- and four-year-old children. The nursery supports a number of children with special educational needs and disabilities and children who speak English as an additional language.

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