

# Jellytots Pre-School

Brookfield School, Cartwright Drive, Shaw, Swindon, Wiltshire, SN5 5SB



<b>Inspection date</b>	12 July 2017
Previous inspection date	19 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are happy, confident and settle easily in the caring, safe and friendly environment. They are keen to explore the activities on offer and thrive in the well-organised provision.
- The manager monitors the performance of her team effectively through well-considered staff supervision and appraisal meetings. She identifies staff training programmes which promote children's learning well.
- Staff develop strong relationships with all the schools to which children transfer, ensuring there is continuity in children's care and learning.
- Children develop good literacy skills. Staff support them well to segment and blend words together. This helps to build their early reading skills.
- Staff are positive role models. They effectively manage children's behaviour and provide children with praise and encouragement. Children have good self-esteem and confidence.

### It is not yet outstanding because:

- Occasionally, group activities are not organised as effectively as possible, to engage children further and increase their concentration.
- On occasions, staff do not give children enough time to respond to the questions they ask, to extend their communication and language skills further.

## What the setting needs to do to improve further

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

- improve organisation of group activities, to engage children further and increase their concentration
- allow children more time to answer questions to further develop their communication and language skills.

### Inspection activities

- The inspector observed the children taking part in planned and freely chosen activities, and observed staff's practice.
- The inspector held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, parents and children at suitable times throughout the inspection.
- The inspector sampled relevant documentation, including the safeguarding policy and summaries of children's progress.

### Inspector

Kelly Sunderland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of the signs and symptoms of abuse. They know the procedures to follow if they have any concerns about children's welfare. The manager attends regular meetings with other early years providers and shares practice ideas. This helps her and staff to keep up to date with any changes in guidance and to make changes to their practice that benefit children's experiences. Staff follow policies and procedures well to ensure that they provide an environment that is safe and secure at all times. The manager and staff closely monitor children's progress to highlight any gaps in development quickly and provide individual support that allows children to catch up.

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

Staff know the children well and complete observations and accurate assessments that help them to plan for their individual needs. Staff provide exciting and engaging activities. Children enjoy exploring and investigating, such as looking at what happens when you mix water with mud, wood shavings and straw. Staff support children well to have fun learning about mathematics. For example, they look at how fast different fruits roll down a marble run. Partnerships with parents are effective. There is a good exchange of information between staff and parents, and parents feel their contributions are valued. This supports continuity in children's care and learning well.

### Personal development, behaviour and welfare are good

Staff have strong relationships with the children. Children feel safe and secure. They make choices about what they want to do and freely move between the inside and outdoors. Staff support children's good health well. For example, children have lots of opportunities to play outside in the fresh air and enjoy healthy, nutritious snacks. Children develop high levels of independence and good personal skills. For example, they serve themselves at snack times and learn to clear away their plates and cups afterwards.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those learning English as an additional language, make good rates of progress across all areas of their learning and development. Children develop good social skills and build meaningful friendships. For example, they share, take turns and share ideas as they play together. Children move on to school with the skills they need to support their future learning.

## Setting details

<b>Unique reference number</b>	109042
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1070094
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Jellytots Playgroup (Shaw) Committee
<b>Registered person unique reference number</b>	RP908431
<b>Date of previous inspection</b>	19 November 2014
<b>Telephone number</b>	0791 3444 096

Jellytots Pre-School registered in 1988. It operates from within the grounds of Brookfield School in Swindon, Wiltshire. The pre-school is open Monday to Friday from 8.45am to 11.45am and 12.30pm to 3.30pm, during school term times. The pre-school provides funded free early education for three- and four-year-old children. The pre-school employs five members of staff. The manager has a foundation degree and the four other staff members hold a recognised level 3 early years qualification.

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