

# Jollies House

Bishop Duppas Park, Walton Bridge Road, Shepperton, Middlesex, TW17 8NR



## Inspection date

14 September 2017

Previous inspection date

30 October 2013

<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

- The manager is very positive and quick to raise standards across the nursery. She and her business partner have worked steadily to develop and continue to improve a lively nursery at the heart of the community.
- Staff work hard to ensure children make good progress in their learning. This includes employing staff who are bilingual to help children who are learning to speak two languages.
- Staff gently model their high expectations for children throughout every aspect of their play and routines. Children behave extremely well. For example, they try new foods, develop good table manners and say 'excuse me'.
- Children make good progress in mathematics. For example, younger children begin to identify numerals on coins and older children use everyday language to compare weight and size and make predictions.

### It is not yet outstanding because:

- Some early interventions can be slow to get started, which occasionally means that staff and parents have a relatively short time to help children gain confidence and the skills they need for school.
- Staff do not take full advantage of opportunities to engage children in the planning of activities. These are sometimes so well prepared that children have less opportunities to think, discover or problem solve for themselves.

## What the setting needs to do to improve further

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

- continue to strengthen how information is shared with parents of new children, to provide earlier and more effective support
- engage children in more of the planning and preparation of some activities to capture their imaginations and challenge their thinking to even higher levels.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at children's records. She also discussed staff planning and evaluation of activities and how they exchange information with parents.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.
- The inspector reviewed records and procedures, including those which related to safeguarding, risk assessment and children's welfare.

### Inspector

Helen Robinshaw

## Inspection findings

### **Effectiveness of the leadership and management is good**

The manager's enthusiasm for developing high-quality services for children and their families is reflected in thorough evaluations and targeted improvements across the nursery. She reflects carefully on the views of parents and invests in developing staff knowledge and skills to constantly raise outcomes for children. For example, staff and parents appreciate the benefits of new systems for monitoring children's progress and promoting the next steps in their learning. Safeguarding is effective. The manager checks that staff know how to identify any child protection concerns and respond appropriately. Any medical information, accidents or injuries are clearly recorded and reviewed. The manager checks to see if the detailed risk assessments and procedures to help keep children safe and healthy at the nursery may be strengthened or used more effectively.

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

Well-qualified, professional staff constantly reflect on the quality of their teaching and plan a wide range of interesting activities to engage children's curiosity for learning. For example, older children develop a secure understanding of floating and sinking, while younger children enjoy 'having a go' at tasting new flavours and foods from around the world. The manager works alongside the staff, modelling good practice and sharing her in-depth understanding of each child's individual needs. For example, staff encourage children to use different tools, including their fingers and pencils, to make the shapes of letters in different materials as they sound out words. Younger children attach meaning to the marks they make and older children practise early reading and writing skills.

### **Personal development, behaviour and welfare are good**

Staff create a safe, welcoming environment where children feel secure and valued as individuals. They sensitively support children as they grow in independence, such as helping them to manage their own belongings, change their shoes and cut fruit for a snack. Children gain confidence as they learn to do small tasks for themselves safely. Staff encourage parents and grandparents to visit and share their expertise with the children. This provides children with a much broader understanding of the world around them.

### **Outcomes for children are good**

Children, including those in receipt of additional funding, make good levels of progress in their learning. This also includes children who have special educational needs and/or disabilities and most children who are learning more than one language. Younger children have much to talk about. For instance, they delight in re-telling funny stories about the various pets and hens they help to care for at the nursery. Older children learn responsibility and develop skills in teamwork that help them when they move on to school.

## Setting details

<b>Unique reference number</b>	EY458740
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1063318
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Jollies House Limited
<b>Registered person unique reference number</b>	RP908962
<b>Date of previous inspection</b>	30 October 2013
<b>Telephone number</b>	01932267700

Jollies House registered in 2013. It is currently owned by joint proprietors, one of whom now manages the nursery which operates from Shepperton in Surrey. The nursery is open from 8am to 6pm on Monday to Friday, throughout most of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are nine staff, all of whom hold appropriate qualifications from level 3 to level 6. Three members of staff hold honours degrees in early years education. The nursery also employs an administrator.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

