

Jingle Bell House

250 Castle Lane West, Bournemouth, BH8 9TT



Inspection date	11 April 2018
Previous inspection date	14 October 2015

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

- Staff are friendly and welcoming and children respond very positively to their reassuring approach. Children gain confidence and good emotional well-being.
- The management team actively encourages the continual professional development of staff. For example, staff have raised their awareness of ways to help children who speak English as an additional language and understand the importance of them also learning to speak their home language.
- Children behave well and interact happily in their play. Older children learn to take responsibility as a 'children's committee member' and act as a 'buddy' for their younger friends to help them settle into the pre-school room.
- Parents speak highly of staff and say they are friendly, reassuring and supportive. Staff actively initiate partnerships with parents and other professionals involved in children's care and learning, to help them consistently meet their specific individual needs.

It is not yet outstanding because:

- The management team and staff have not fully established ways to monitor the progress of different groups of children to help identify any emerging differences in their learning more precisely.
- At times, staff do not organise some activities, such as larger group circle or singing sessions, to fully engage and involve all children's interest and support their learning further.

What the setting needs to do to improve further

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

- make more consistent use of systems for monitoring children's achievements to identify how different groups of children learn and progress best, to reduce any differences in their learning more effectively
- strengthen the organisation of group activities, such as circle or singing times, to fully engage the interest of all children and consistently support their learning needs.

Inspection activities

- The inspector observed children's interactions indoors and outdoors and discussed children's learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records, including first aid, insurance and suitability checks.
- The inspector took into account the spoken views of parents.
- The inspector undertook a joint observation of an activity with the acting deputy manager.
- The inspector had discussions with the provider about the nursery's operational procedures, including safeguarding, staff recruitment and training, working with parents, evaluation systems and how staff continue to make improvements.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team supports staff well to understand their responsibilities to protect children's welfare. Staff know the procedures to follow for any safeguarding concerns. The management team maintains correct staff-to-child ratios and deploys staff effectively to promote children's needs. For example, key persons actively support their key children's interests in play to extend their learning. Staff organise and risk assess the premises effectively to help keep children safe, such as to monitor sleeping children well. The management team and staff regularly evaluate their practice, such as to review the success of planned activities. They encourage parents' views to help them make improvements. For instance, this led to the implementation of an online learning journal system to provide parents with further information about their children's activities and encourage their involvement more effectively.

Quality of teaching, learning and assessment is good

Staff support all children well to gain good communication and language skills. For example, older children are keen to talk about their toys, such as a soft giraffe or a robotic dog at 'show and tell' time. Toddlers are motivated to start putting two-word sentences together. Staff actively encourage children's mathematical awareness from a young age. For instance, babies and toddlers start to understand daily routines using the now and next photographic picture cards. Older children start to represent numbers using their fingers and count how many claws a favourite toy has on its feet and hands. Staff encourage children's imaginations and exploration of colour and texture very well. For example, babies have fun exploring shaving foam, pasta and shower gel. Older children mix earth and water together and say they are making a 'smoothie' or 'hot chocolate'.

Personal development, behaviour and welfare are good

Staff encourage children's good health and physical well-being effectively. For example, older children balance carefully as they walk across the outdoor wooden bench. Babies smile with delight as they happily crawl around the garden and explore different surfaces. Staff keep clear boundaries and give consistent support to help children learn to share, be kind and respect others. For instance, older children readily help their friends carry a full box of toys when tidying up. The management team liaises well with local schools, to support children's transitions effectively. For example, children gain good independence and socialisation skills. Older children develop their fine motor skills well to help with their early writing and they start to form recognisable letters and shapes.

Outcomes for children are good

Children develop an active interest in finding out and learning more through their play to help them prepare well for school. For example, older children develop good literacy skills and confidently use complex words. They think of words beginning with the 'letter of the week' and say 'O is for October, octopus or oceanarium'. Younger children explore toys with interest and begin to match colours and shapes.

Setting details

Unique reference number	EY374817
Local authority	Bournemouth
Inspection number	1134060
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	42
Number of children on roll	108
Name of registered person	The Jingle Bell House Limited
Registered person unique reference number	RP528409
Date of previous inspection	14 October 2015
Telephone number	01202 536 041

Jingle Bell House registered in 2008. This privately owned nursery is situated in Bournemouth, Dorset. The nursery is open Monday to Friday from 8am until 6pm, for 50 weeks of the year. The nursery receives funding to provide free early years education for children aged two, three and four years. The owner employs 13 staff. One member of staff has achieved early years professional status, one holds a qualification at level 4 and eight staff hold early years qualifications at level 3.

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