

<b>Inspection date</b>	13 August 2018
Previous inspection date	21 October 2015

<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 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

### The provision is good

- The manager and staff team organise the learning environment very effectively. They provide a homely environment that is imaginatively and creatively organised to provide a stimulating play space. This helps children to explore the resources independently and follow their own interests.
- Children gain the necessary skills to support their future move on to school. Staff regularly observe, monitor and collect information about children's learning and identify how they can further support their good progress.
- Partnerships with parents and the host school are strong. Staff keep parents and teaching staff regularly updated about children's achievements and continually share information about children's next steps to support their learning further. Parents state they are very happy with the service provided and the progress their children are making.
- Children develop secure relationships and close bonds with staff. They come into the nursery happily and readily separate from their parents and carers. Children behave appropriately and their emotional well-being is fostered well.

### It is not yet outstanding because:

- The management does not fully utilise the systems for staff supervision to identify ways to support, coach and mentor staff to improve their already good quality of teaching further.
- Staff do not consistently maximise opportunities to broaden children's literacy skills.

## What the setting needs to do to improve further

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

- build on the systems that are in place for staff supervision and the support, coaching and mentoring for members of staff, to help further improve the already good quality of teaching
- increase opportunities to help extend children's literacy skills to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection, and read the statements provided by parents and took account of their views.

**Inspector**  
Carys Millican

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff team understand their responsibilities with regard to local safeguarding procedures. They remain alert to the signs that may indicate a child is a risk of harm or abuse. Staff supervise children well during their play and make sure they are kept safe and secure in the setting. The manager operates an effective system for recruitment and induction, and checks are in place to ensure staff are suitable to work with children. Effective systems are in place to monitor the progress of individual and groups of children, and help to identify when children are in need of extra support. Managers evaluate the nursery's effectiveness accurately. They work closely with staff and parents to identify priorities for improvement.

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

Staff complete frequent observations and assessments of children's development. They use this information to track children's progress accurately and identify the next steps in their learning. Staff have high expectations of what children can achieve and use a good range of teaching methods. For example, staff encourage children to test things out for themselves and make their own choices and decisions about what they do. Staff adjust activities and questioning so younger children are included. Children learn to share and take turns while playing matching games. Their language and communication skills are extended while naming the shapes and colours they recognise. Children develop their creative ideas while using a variety of craft materials and enjoy dressing up and role play in the home corner.

### Personal development, behaviour and welfare are good

Staff know the children well. They talk to children in a calm manner and support their emotional well-being with good effect. Children's behaviour is supported using a positive approach. Staff help them to think about the consequences of their actions and to think about and consider others' feelings. Staff follow appropriate nappy-changing procedures and ensure younger children's routines are followed. Staff help children to develop their physical skills. For example, younger children learn to walk on different cushioned floor levels and staff supervise them closely while using child-sized furniture. Children have regular access to a safe and secure outdoor area where they enjoy the fresh air and exercise. Staff take children on well-planned outings where they learn about the community where they live.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed to be ready for school. They are independent and enthusiastic learners who enjoy singing nursery rhymes and count readily as they play. Children manage their own personal hygiene and self-care well. They learn to communicate effectively with staff in small-group activities. Children listen carefully and follow instructions. They are motivated and show persistence in activities.

## Setting details

<b>Unique reference number</b>	EY424791
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10062400
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	18
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	McCormick, Jacqueline
<b>Registered person unique reference number</b>	RP909750
<b>Date of previous inspection</b>	21 October 2015
<b>Telephone number</b>	01697925035

Jelly Tots registered in 2011. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time, and on a Tuesday, Wednesday and Thursday during the summer holidays. Sessions are from 8am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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