

# Jelly Kids Day Nursery

63 Whitfield Gardens, LEEDS LS10 2QD



<b>Inspection date</b>	17 August 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### The provision is inadequate

- Leadership and management are weak. The manager does not provide staff with the support and guidance required to improve teaching skills and raise the standard of staff practice. The provider fails to ensure that at least one member of staff has suitable experience to work with children aged under two years.
- The key-person system is inadequate. Young children do not have consistent opportunities to relate to their key person and build secure relationships to support their emotional well-being. Some staff have unrealistic expectations of the abilities and level of understanding of the youngest children.
- Partnerships with parents do not promote a shared approach to children's learning.
- Assessments of children's progress are not accurate. Staff do not gather information about children's interests and abilities, to plan activities effectively that are tailored to children's individual needs.
- Young children and those who speak English as an additional language are not effectively supported in the development of their communication and language.

### It has the following strengths

- Staff provide children with healthy meals and snacks, and daily opportunities for fresh air and exercise as they play in the outside area.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the arrangements for the monitoring and supervision of staff to ensure leaders are able to identify and address areas of practice that need improvement	21/09/2018
ensure that at least one member of staff working with children aged under two years has the appropriate skills, knowledge and experience required to meet their individual needs	21/09/2018
ensure that the key-person system is effective so that every child's care and learning are tailored to meet their individual needs and promote their emotional well-being	21/09/2018
improve partnerships with parents so that they are effectively involved in and informed about their child's learning and development	21/09/2018
ensure assessments of children's learning and development are consistent and precise from the outset to obtain an accurate understanding of each child's level of achievement, interests and learning styles, and use the information to shape learning experiences that are tailored to meet the individual needs of each child	21/09/2018
improve staff understanding of how to provide effective support for children's communication and language development, in particular young children and those who speak English as an additional language.	21/09/2018

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held several meetings with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Lindsay Dobson

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The arrangements for staff supervision and the monitoring of staff practice do not identify or address weaknesses in knowledge and skills. The provider is unaware of the need to improve the quality of teaching and develop the use of observations, assessments and planning. The provider has not ensured that at least one member of staff working with the youngest children has the appropriate skills and experience. This has a significant impact on children's emotional well-being and their progress. The majority of staff hold a relevant childcare qualification and have attended some additional training, such as first aid, risk assessment and safeguarding. Staff know how to recognise and record child protection concerns and have recently updated their knowledge of some wider safeguarding issues. Staff meet ratio requirements and ensure children are suitably supervised throughout the day. Appropriate recruitment procedures and required suitability checks help to ensure staff are suitable to work with children. Documentation, such as accident and complaint records, and daily registers, are appropriately maintained.

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

Staff set out the playrooms with a range of resources and activities for children. However, weaknesses in teaching mean staff do not demonstrate a secure enough knowledge of how the youngest children, in particular, learn. Furthermore, the youngest children are not consistently cared for by a key person. Some staff do not understand children's differing abilities or how they can engage them in activities at an appropriate level to challenge and support their learning. For example, staff do not support children's communication and language development, because their questioning techniques are inappropriate, leaving children unable to respond. This has a significant impact on the progress of the youngest children and those who speak English as an additional language. Staff working with the most able children demonstrate a clearer knowledge of their key children and provide activities to promote their ongoing development. Overall, observations and assessments of children are weak. This results in planning that is not precise or matched to children's abilities and, therefore, does not support them to make good progress. Partnerships with parents are not fully effective. There are no clear systems in place to promote a complementary approach to children's learning, which further impacts on the progress children make.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership, and teaching and learning impact on children's well-being and their personal development. The ineffective key-person system means that not all children are emotionally secure and able to form close relationships with key staff. Nonetheless, overall, children appear happy and settled, and separate from their parents with ease. Children have daily opportunities to be physically active and play outside in the fresh air. They are learning to manage their own personal hygiene, such as handwashing, and they sit together for meals and snacks.

### Outcomes for children are inadequate

Children do not make good enough progress in their learning because staff do not guide

or support their learning effectively. Children's personal, social and emotional development and their communication and language skills are not sufficiently promoted. Children are not developing the necessary skills for the next stage in their development and the eventual move on to school. However, children do experience some opportunities to develop their independence. For example, they can, at times, make choices about their play and select resources for themselves.

## Setting details

<b>Unique reference number</b>	EY546806
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10067802
<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>	
<b>Age range of children</b>	0 - 13
<b>Total number of places</b>	58
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Bilala, Edna Marisa Fernandes
<b>Registered person unique reference number</b>	RP546805
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	00447449620216

Jelly Kids Day Nursery registered in 2017. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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