

Jelly Tots Pre-School

Eastcote Community Centre, Southbourne Gardens, Ruislip HA4 9SQ



Inspection date	9 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 new manager demonstrates ambition and drive. She has a clear vision, underpinned by well-focused improvement plans and high expectations, for the quality of the pre-school and for what children can achieve.
- Staff support children who have special educational needs and/or disabilities well. They work closely with parents and other professionals to ensure children have plans in place that target any gaps in learning effectively. Staff participate in training and quality assurance programmes to help enhance their teaching practice in promoting children's attention and listening skills.
- Children enjoy strong relationships with staff and with each other. They enter the pre-school with confidence and staff welcome them warmly. Parents praise the rapport staff have with the children and the levels of support they receive from them. For example, they comment that staff care about every individual child.
- Overall, children make good progress in their learning and development. They acquire the skills they need to succeed in their future learning, including their move to school.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to help children learn about healthy lifestyles and to develop their physical independence skills.
- Systems to check the progress made by different groups of children are in their infancy. Managers cannot yet identify any less obvious gaps in children's learning and use this information to adapt teaching further.

What the setting needs to do to improve further

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

- build further on activities and experiences that help children develop their understanding of healthy lifestyles
- monitor the progress of different groups of children closely to identify any gaps in their learning and adapt teaching to help children catch up, if needed.

Inspection activities

- The inspector observed activities in all parts of the nursery, including the outdoor provision.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector sampled a range of documents, including evidence of staff suitability, children's records and policies and procedures.

Inspector

Elizabeth Shack

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Safeguarding training provided for staff takes account of the priorities of the Local Safeguarding Children Board. As a result, staff have a secure knowledge of how to protect children from harm, including children who may be at risk of extreme views and behaviours. Staff know the procedures to follow to escalate concerns about the welfare of a child. The manager fosters a positive working environment where all staff work together well to provide children with good-quality care and education. For instance, she encourages staff to evaluate the provision and identify strengths and weaknesses in teaching practice.

Quality of teaching, learning and assessment is good

Staff work well in partnership with parents. They share information with them about children's progress and offer suggestions for how parents can help children learn at home. This helps children to benefit from consistent experiences at home and in the pre-school. Staff communicate well to extend activity ideas and to ensure they apply effective strategies that support individual children. Staff make learning language fun, for example, they make up songs to enthuse children in play activities. Staff encourage children to create faces from dough on various skin-toned cards. This helps to support children to see themselves reflected in the resources available and celebrate each other's similarities and differences. Children enjoy a range of sensory experiences and explore textures and materials. They learn about their natural world as they explore the properties of autumn leaves.

Personal development, behaviour and welfare are good

Key persons work with parents to understand children's care and learning needs prior to them joining the pre-school. Children settle easily and form close relationships with their key person. Staff provide good role models for children. They are kind, considerate and nurturing towards them. Children behave well and develop strong personal and social skills. For instance, older children demonstrate kindness and help others younger than themselves during activities. Children have access to a safe and secure outdoor area. They enjoy being physically active and benefit from plenty of fresh air. Children move with control and coordination on wheeled toys around the garden. They develop balance and strength as they climb on large apparatus.

Outcomes for children are good

Children develop early literacy and mathematical skills. For example, they make purposeful marks and begin to recognise letters and write their own names. Children enjoy singing familiar songs and carrying out the actions. They develop a positive sense of themselves and learn to play cooperatively, forming good relationships with their peers. Children make good progress in their learning.

Setting details

Unique reference number	EY536492
Local authority	Hillingdon
Inspection number	10077005
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	26
Number of children on roll	22
Name of registered person	Jelly Tots Pre-School Committee
Registered person unique reference number	RP530804
Date of previous inspection	Not applicable
Telephone number	07940380408

Jelly Tots Pre-School registered in 2016. The pre-school is open from Monday to Friday, from 9.30am to 1.15pm, during term times only. It currently employs nine staff of whom seven hold appropriate early years qualifications at levels 2, 3 and 5. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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