

Jelly Babies Day Nursery

Chapel Street, Little Lever, Bolton, Lancashire BL3 1HP



Inspection date

7 February 2019

Previous inspection date

25 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

This provision is good

- The management team work hard together to continually improve the service they provide and the areas where children play. This is having a positive impact on children's care and learning.
- Children are happy, safe and secure. They develop a good relationship with the key staff working with them, who are very kind and caring. Staff tend to children's individual needs and parents' wishes very closely. Children learn to behave well and to consider the needs and feelings of others.
- Staffs' partnerships with parents are strong. Staff keep parents updated with information about children's activities, routines and development. They exchange information about children's interests to inform planning and children's next steps to further support learning in nursery and at home.
- Children play in a well-maintained and well-resourced, calm and tranquil environment. They confidently help themselves to a wide range of authentic resources and natural materials which help support their curiosity and strong exploratory impulse.
- The management team and designated staff provide excellent support for children with special educational needs and/or disabilities (SEND). They work closely with parents and other professionals to obtain early help and support to help close gaps in their learning.
- Staff in the 'Tweenie' room do not engage as effectively as possible with children during their self-chosen activities and their play.
- Staff miss opportunities throughout the nursery to help children learn more about the similarities and differences between themselves, their community and the wider world.

What the setting needs to do to improve further

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

- enhance staffs' teaching skills to focus more precisely on engaging and supporting children's learning and development during self-chosen activities and play
- extend opportunities for children to learn more about the similarities and differences between themselves, their community and others in the wider world.

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 deputy manager.
- The inspector held a meeting with the nominated person, manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and read the statements provided by parents to take account of their views.

Inspector
Carys Millican

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management and staff team have a secure knowledge of child protection, safeguarding and wider issues. They know what action to take if concerned about the care, safety and welfare of any child in their care. Leaders' policies and procedures are implemented well. They conduct suitability checks for all people associated with the nursery. The management team effectively monitors children's development, comparing the progress of all the children in their care. This helps to ensure that early intervention is sought where needed and programmes of support are introduced early. All staff improve their knowledge and practice through a well-established programme of professional development. For example, after attending training, staff re-designed the pre-school room to further support children's natural curiosity and learning.

Quality of teaching, learning and assessment is good

Well-qualified and experienced staff carry out regular assessments of children's development. This provides them with a clear understanding of children's interests and their next steps in learning. Staff display these records in each room and use them well to plan further activities. For example, when young children show an interest in animals, staff introduce animal books, soft toys and associated hide and seek activities into their play. Staff help develop older children's communication and language, and literacy skills. For example, they nurture children's enjoyment of books while reading stories aloud with them and introduce sound games to help improve children's listening skills. These children confidently name colours, enjoy counting objects and recognise letters they find submerged in water. Children explore and investigate materials and take part a number of sensory activities. For instance, they enjoy mixing potions using water and add essence of orange and peppermint.

Personal development, behaviour and welfare are good

Staff praise and celebrate children's achievements and help boost children's confidence and self-esteem. Older children enjoy singing songs and taking part in group activities. They listen to others and join in routine activities, such as helping to tidy up their room. Children's physical development is well supported. For example, babies and young children develop good control of their movements as they pull themselves to standing or clamber up steps and slopes. Older children enjoy swimming lessons and weekly outings to the park, where they learn about nature through forest school sessions. Staff place the utmost priority on children's health, hygiene, welfare and well-being. Babies are relaxed, settled and secure with caring staff, they rest and sleep easily. Children enjoy a well-balanced selection of healthy and nutritious meals, freshly prepared on the premises.

Outcomes for children are good

All children, including those with SEND, those who speak English as an additional language and those who receive additional funding, make good progress given their starting points. Children become effective communicators, learn to share and take turns and gain independence. These are skills essential for their future learning.

Setting details

Unique reference number	316010
Local authority	Bolton
Inspection number	10094427
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	74
Number of children on roll	99
Name of registered person	Jellybabies Day Nursery Ltd
Registered person unique reference number	RP518328
Date of previous inspection	25 April 2014
Telephone number	01204 412 756

Jelly Babies Day Nursery registered in 1989 and is privately owned. The setting employs 32 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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