

Jitterbugz Day Nursery

185 Liverpool Road, Cadishead, MANCHESTER M44 5XH



Inspection date	11 July 2019
Previous inspection date	5 March 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 manager supports staff's professional development effectively. She provides access to a wide range of training courses to help to meet the needs of staff and children. For example, when a gap in children's writing skills was identified, she ensured that staff accessed training to help them to inspire children to write.
- Staff closely observe children and identify their emerging interests, which they use to encourage children's learning. Staff and children engage enthusiastically in imaginative play. They sit in their pretend train and go to the beach as staff use the opportunity to talk to children about time and the length of the journey.
- Staff support children's emotional development well. For example, when looking in a mirror, staff talk to children about how their faces change when they are confused or surprised. Staff ensure children settle well and support them as they move into new rooms. For instance, familiar key persons accompany children to help them adjust.
- Children make good progress. The majority of children work comfortably within the levels expected for their age. Children who begin nursery with starting points lower than expected, quickly catch up with their peers. This includes those children who speak English as an additional language.
- Staff do not always consider the varying needs and abilities of children at group time. This means that not all children benefit from the learning experiences on offer. For example, an over-challenging mathematics activity is too difficult for the younger members of the group.
- The manager does not consistently ensure that daily routines support staff to manage children's behaviour effectively. For example, disruptions during pre-lunch activities mean that children lose interest in the stories being told and begin to misbehave.

What the setting needs to do to improve further

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

- focus more precisely on children's differing needs and abilities when planning group activities
- devise even better routines during busy times of the day to support staff in managing children's behaviour more successfully.

Inspection activities

- The inspector took a tour of the setting and evaluated the learning environment.
- The inspector spoke to parents and viewed parental questionnaires to gauge their opinions.
- The inspector conducted a joint observation with the manager and discussed the effectiveness of teaching.
- The inspector viewed documentation relating to the suitability of staff.
- The inspector held discussions with the manager and considered her evaluation of the setting.

Inspector

Karen Bingham

Inspection findings

Effectiveness of leadership and management is good

The manager evaluates the nursery more effectively since the last inspection. She follows comprehensive development plans and has addressed the actions set following the last inspection. For example, she follows safer recruitment procedures and regularly checks the ongoing suitability of staff. The manager ensures new staff follow a robust induction procedure, which includes observing their practice during a probation period. The manager monitors ratios of staff to children effectively and ensures that children are cared for by suitably qualified staff. Safeguarding is effective. Staff can identify signs and symptoms of abuse and know how to report any concerns they may have about a child or adult.

Quality of teaching, learning and assessment is good

Staff skilfully use children's play to introduce new vocabulary. For example, during water play they talk about how a container is 'leaking' and during a discussion about transport they talk about hot air balloons. The manager and staff monitor children's development closely and focus on closing any gaps in learning. For example, when delays in speech are identified, staff consult with outside agencies and follow their advice to help children to progress. Staff help children to think about the wider world. For example they talk about real buildings, such as bridges and mosques, that they can see on photographs displayed in the construction area. Staff support children to use mathematical language as they play. They talk about the 'big' circles they have drawn in the sand and 'little' towers they have built with bricks.

Personal development, behaviour and welfare are good

Parents share positive opinions about the nursery. They report that children are well looked after. Staff inform parents regularly about children's development and hold parents' days to discuss children's progress. Staff help children to prepare for school. They take children on walks to local schools and children learn how to self-register when they arrive at nursery. Staff make good use of outings to help children to learn about the local community. For example, they take children to visit the pharmacy and the train station and to post letters at the post office. They talk about people who help us and who keep us safe. Staff embrace the diverse groups of children that attend their nursery. They help children to learn about different faiths and to use their home languages during everyday routines.

Outcomes for children are good

Older children talk about why things happen, for example they know that boats need water to float. They adeptly use different tools, such as scissors and tweezers. Children learn about numbers in a range of ways. For example, while playing, they put two coloured toy cows on the number two and young children count the sides of a square. Children gleefully join in with action songs. Children with physical disabilities also enjoy the experience and move along to the singing. Children learn how to make choices and become independent. Young children choose between milk and water at lunchtime and are supported to pour their own drinks. Older children set the table before lunch.

Setting details

Unique reference number	EY403547
Local authority	Salford
Inspection number	10100375
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 3
Total number of places	27
Number of children on roll	37
Name of registered person	PDC Nurseries Ltd
Registered person unique reference number	RP529444
Date of previous inspection	5 March 2019
Telephone number	0161 7751776

Jitterbugz Day Nursery registered in 2010. The nursery employs eight members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 5, one member of staff holds a qualification at level 4, two hold qualifications at level 3 and three hold qualifications at level 2. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two- and three-year-old children.

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