

<b>Inspection date</b>	3 July 2019
Previous inspection date	29 July 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The provider has not informed Ofsted of changes to the members of its governing body. This is a requirement of registration.
- The managers have not secured consistently good teaching, learning and assessment throughout the nursery. Pre-school children are given too few opportunities to practise their writing in preparation for school. Furthermore, staff assessments of what children know and can do are not consistently accurate. These weaknesses affect children's learning and progress.
- Managers have identified that the toddler room is not as enticing as other rooms, which reduces toddlers' learning opportunities. However, they have not taken action to address this weakness.

### It has the following strengths

- Staff support children's communication and language skills well. They talk to children at their level and actively listen to what they are saying. Consequently, children are confident communicators. Staff also widen children's vocabulary. During a painting activity, staff encouraged the toddlers to consider new colours such as 'turquoise'.
- The support for children with special educational needs and/or disabilities (SEND) is effective. Staff are well trained and work closely with parents and other professionals, such as speech and language therapists. This partnership working positively supports children's care and learning.
- Children are well behaved and understand routines. During busy times of the day, such as lunchtime, children are calm and orderly as they get ready for lunch.

## What the setting needs to do to improve further

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

- increase opportunities for pre-school children to develop their early writing skills
- ensure assessments of children's knowledge and skills are accurate and use this information to plan activities that match their individual learning needs
- maximise toddlers' learning, for example, by reviewing the organisation of the toddler room.

### Inspection activities

- The inspector held discussions with managers and staff at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to children and staff throughout the inspection.
- The inspector discussed the nursery's self-evaluation.
- The inspector spoke to parents during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of documentation, including accident records and information about children's dietary needs.

#### Inspector

Tricia Graham

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers have not ensured consistently good standards. Although managers work alongside staff, they have not identified emerging weaknesses in the educational programmes and the accuracy of children's assessments. However, managers and staff work well as a team and this is reflected in the low turnover of staff and parents' positive comments. Safeguarding is effective. Staff supervise children well, both indoors and outside. Concerns about children's safety are quickly addressed. For example, staff review all accidents to establish if these could have been prevented. Staff also implement effective procedures at drop-off and collection times, which means children cannot leave the nursery unaccompanied. However, the provider has not informed Ofsted of a significant event, which poses an element of risk to children's safety.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently good. One of the key weaknesses in teaching is that staff do not support children's early writing skills. For example, pre-school children create beautiful pieces of artwork but they are not encouraged to write their own names. This task is completed by adults. Some pre-school children cannot hold a pencil correctly. This slows their progress in literacy and does not prepare them well for future learning. In contrast, children have lots of opportunities to develop their creativity. They play imaginatively with their friends and use exciting words, such as 'pterodactyl', as they play with the dinosaurs and reptiles. All children, including babies and toddlers, communicate well with others. Toddlers request their favourite songs, such as 'see-saw' and babies vocalise tunefully as they shake the maracas. Although staff assess children's progress regularly, these assessments are not consistently accurate. Consequently, some activities are not pitched at the right level.

### Personal development, behaviour and welfare require improvement

Children's welfare is not fully assured because the provider has not notified Ofsted of significant changes. However, children's personal development is good. Staff help babies feel settled and secure. For example, babies have lots of cuddles and eagerly explore their 'investigation area'. They babble tunefully into the toy telephone and feel settled in the stimulating environment. However, the environment in the toddler room is not as stimulating. Staff have used early years pupil premium funding to help disadvantaged children develop their confidence and self-esteem. Funding has been spent on developing the sensory room, which is now used to offer one-to-one support and small group-time activities. Consequently, children are developing high levels of confidence.

### Outcomes for children require improvement

Due to gaps in teaching and learning, outcomes for the majority of children are not consistently good. Despite this, children with SEND are progressing well. Children are given a wealth of opportunities to explore early mathematics. During the inspection, children used mathematical language, such as 'heavier' and 'lighter', as they predicted the weight of the sensory balls. They learned about capacity as they filled various tubs with water and toddlers thoroughly enjoyed whizzing down the slide on the count of three.

## Setting details

<b>Unique reference number</b>	EY423716
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10114315
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Jelly Babies Pre-School Learning Alliance Committee
<b>Registered person unique reference number</b>	RP524916
<b>Date of previous inspection</b>	29 July 2016
<b>Telephone number</b>	01616372858

Jelly Babies registered in 2011. It is situated in Failsworth, Oldham. The nursery employs 21 members of childcare staff. Of these, four hold early years qualifications at level 6, one at level 5, one at level 4, 11 at level 3 and one at level 2. The nursery opens from Monday to Friday all year round, except for public holidays and one week at Christmas. 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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