

Jitterbugs Day Nursery

5 & 7 Trinity Road, Scarborough, North Yorkshire YO11 2TD



Inspection date	19 August 2019
Previous inspection date	17 September 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff are extremely respectful of children's care needs. They ask the children for their permission before carrying out tasks such as nappy changing. As a result, children gain an understanding that they have choices and know that their views and feelings are valued and important.
- Children's behaviour is exemplary. They recognise kindness and good behaviour in each other.
- The nursery environment, both indoors and outside, is highly stimulating, inviting and rich with carefully planned learning opportunities. In turn, children are motivated and excited to learn and explore.
- Teaching is inspirational. Practitioners use a range of highly effective methods to support children's development. Consequently, all children make excellent progress.
- Assessment is used very effectively to monitor the progress children make. Where children's progress slows, leaders identify this and act swiftly to ensure that gaps in achievement do not delay development.
- Leaders demonstrate unwavering passion and commitment to their nursery. They speak passionately about the setting and continually evaluate what they are doing. As a result, there is a climate of continual improvement and a team always striving for the very best.
- Staff have an in-depth knowledge of how to keep children safe. They know in detail the symptoms of different forms of abuse and make timely referrals to ensure children are kept safe from harm. Children display exceptionally high levels of well-being and feel safe in this nursery.
- All children are extremely motivated to learn. Babies play and explore eagerly and with excitement. Older children use thinking skills to solve problems and demonstrate resilience in testing out their ideas.
- Staff work highly effectively with a range of other professionals, referring to them for support and advice. In turn, children who require additional support make excellent progress.

What the setting needs to do to improve further

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

- continue to build on the already exceptional outdoor learning opportunities for children.

Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures
- The inspector spoke to a group of parents during the inspection and took account of their view.
- The inspector completed a joint observation with the nursery manager.

Inspector
Sarah Kelly

Inspection findings

Effectiveness of leadership and management is outstanding

Passionate and ambitious leaders seek excellence in all they do. They continually evaluate the nursery and plan timely improvements to make things better for the children here. Safeguarding is effective. Leaders ensure that staff receive regular updates and reminders of their roles in keeping children safe. In turn, staff display a thorough knowledge of the different forms of abuse and are extremely confident to take appropriate action to keep children safe. Staff listen to children and demonstrate extremely respectful behaviour towards them. As a result, children feel safe and display excellent behaviour towards each other. Leaders monitor children's progress closely and take swift action when gaps start to emerge. This ensures that all children make excellent progress.

Quality of teaching, learning and assessment is outstanding

Staff provide children with an extraordinary range of stimulating and challenging activities both indoors and outdoors. Consequently, all children display exceptionally high levels of motivation and enthusiasm for their learning. Activities are meticulously planned to provide challenge for the most able pre-school children. For example, a group of children play excitedly in water, filling and emptying three-dimensional shape containers. Staff use highly challenging questions alongside a range of mathematical language such as 'triangular', 'prism' and 'capacity'. In turn, children think critically and make excellent progress in their understanding of measure. Outdoors, children use blocks and ramps to build structures. Staff model excellent language and use questions to extend children's thinking. This supports children to develop excellent communication and language skills. Babies delight in messy play, supported by staff who skilfully use words and gestures alongside their play. This language-rich environment ensures the youngest children begin to develop effective communication skills from the earliest stage.

Personal development, behaviour and welfare are outstanding

Staff respond to babies' and children's care needs with utmost sensitivity and respect. They consistently seek children's permission to support them with personal care needs. In turn, children learn that they have choices and that their views are important. While children have their nappies changed, staff talk to them about why, for example, they need nappy cream applying. This supports children to feel comfortable and safe. Babies form very secure attachments with their key person. This in turn helps them to develop independence and confidence as they explore the environment. Children's behaviour is exceptional. They play cooperatively and respectfully with each other and share resources willingly. Children gain a very positive sense of themselves and this helps prepare them for the next stage of their education.

Outcomes for children are outstanding

Children make excellent progress. Leaders are committed to monitoring children's assessments and this ensures that any emerging gaps are addressed immediately. For example, younger children receive focused activities to develop their speech when progress with this shows signs of slowing. As a result, all children are achieving well. Staff prioritise teaching key skills and this prepares children exceptionally well for school.

Setting details

Unique reference number	400096
Local authority	North Yorkshire
Inspection number	10117599
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	72
Number of children on roll	144
Name of registered person	Jitterbugs Nursery Limited
Registered person unique reference number	RP535290
Date of previous inspection	17 September 2013
Telephone number	01723 370977

Jitterbugs Day Nursery registered in 1999. It is privately owned and managed, and is situated in Scarborough, North Yorkshire. The nursery employs 19 members of childcare staff. Of these, all but two hold appropriate early years qualifications at level 3 or above, including two with qualified teacher status. The nursery opens Monday to Friday, all year round, from 7.45am until 6pm. It provides funded early education for two-, three- and four-year-olds. Care is provided for older children before and after school and in the school holidays.

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