

Inspection of Jelly-Tots Pre-School & Nursery

Community Centre, The Oval, Stevenage SG1 5RD

Inspection date:

23 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy to be at the pre-school. They make good use of the spacious hall and outdoor area to move freely between activities of their choosing. Children generally behave well. Staff step in when incidents occur, such as during a dispute over sharing toys. However, staff do not use these opportunities to help children to learn to resolve minor conflicts for themselves. This is despite some children showing that they are capable of this. For example, without prompting, they offer a toy to another child and say, 'Here you are, a little one for you'.

Some of the most-able children are chatty and confident. They enjoy initiating interactions with staff and ask for them to be involved in their play. However, these children do not benefit from enough challenge and extension in their learning. As a result, they move quickly from activity to activity and miss out on becoming deeply engaged in what they are doing.

Children take comfort and a sense of security from the positive relationship that staff have with their parents or carers. Children are eager for the pre-school to open their doors, and settle easily with good support from their key person, if required.

What does the early years setting do well and what does it need to do better?

- It is clear that children make some progress. However, there is a risk that the gap will widen between themselves and other children of a similar age by the time they leave to go to school, if the quality of staff's teaching and interactions does not improve. This especially applies to children who speak English as an additional language, children who are less confident in their speaking skills and the most-able children.
- Staff gather a wealth of information about children's starting points when they first begin at the pre-school. They accurately assess where children need the most support. However, some groups of children, as detailed above, do not benefit from regular, good-quality teaching and interaction in order to help them make the best progress. For example, teaching is uninspiring and interaction, at times, is limited.
- The key-person system is effective in supporting children's well-being. Key persons take time to get to know each child and their family.
- Children's physical development is promoted well. The spacious hall enables staff to set up large play equipment for children to crawl through or climb upon. Children use mechanical 'grabbers' to pick up pretend bricks to create a tower. Children enjoy healthy snacks and packed lunches from home.
- The management of the pre-school is effective with regards to keeping children safe and protecting them from harm. However, the monitoring of the quality of

staff's teaching and interactions is less effective despite the many methods used to review this.

- Parents provide very positive feedback about their children's experiences at the pre-school. They value the relationships that their children have with staff and other children. Partnership working, especially with local schools and those offering other local services to families, is good.
- Children enjoy mark making for different reasons. For example, they make 'lists' in a notebook, practise drawing numbers on the chalk board and paint flowers at the easel. Children show some curiosity, for example, as they move wet sand between their fingers and see what happens if they drop it to the floor.
- The manager has some plans for the future development of the pre-school and is keen to focus on the issues raised at this inspection.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are fully aware of their responsibility to protect the children they care for. They attend regular training and their knowledge is refreshed at staff meetings. Staff understand what to do if they have concerns about a child's welfare or about a member of staff's behaviour. Staff recruitment and induction is robust. The premises are safe. This is because risk assessments are implemented effectively by the manager and staff. For example, children are fully supervised when using the toilets as these are situated outside of the main hall.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the curriculum for communication and language, giving more effective support for children who speak English as an additional language, so that they benefit from a language rich environment and make a faster rate of progress in this area of their development	20/12/2019
improve the quality of staff's teaching and general interaction to extend, challenge and inspire children's deeper engagement in learning, especially the most-able children.	20/12/2019

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

- ensure that children who are less confident in their spoken language skills are successfully supported to have their voice heard
- support children to learn from their behaviour and begin to resolve conflict for themselves
- improve the monitoring and accuracy of the evaluation of staff's teaching and interactions, so that all children consistently benefit from good-quality learning experiences.

Setting details

Unique reference number	EY483704
Local authority	Hertfordshire
Inspection number	10124241
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	36
Number of children on roll	29
Name of registered person	JT Pre-School Ltd
Registered person unique reference number	RP910909
Telephone number	07591924595
Date of previous inspection	22 February 2016

Information about this early years setting

Jelly Tots Pre-School & Nursery registered in 2014. The provision employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager who holds a qualification at level 5. The provision opens from Monday to Friday during term time only. Sessions on Monday, Wednesday and Friday are from 9am to 2pm. Sessions on Tuesday and Thursday are from 9am to midday. The provision provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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