

# Inspection of Jelly Babies Day Nursery

Weymouth College, Cranford Avenue, Weymouth, Dorset DT4 7LQ

---

Inspection date: 20 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

## What is it like to attend this early years setting?

### The provision is good

Children at Jelly Babies Day Nursery feel safe and form secure attachments with adults. Staff link closely with parents to find out about the children's individual needs before they start. They use the information effectively to help children settle and provide continuity for their care and development. Staff help children learn how to manage their behaviour and recognise what makes them unique.

Children enjoy a broad and exciting range of activities based on their interests and abilities. Staff use what they know about the children to identify and plan for their next learning steps effectively. They encourage older children to find ways to solve problems. For example, children experiment with various materials to test out how to stick their paper tubes together. Children's communication and language are supported well. Staff listen carefully to the children and are skilful at introducing new vocabulary.

Children's welfare is a strong focus for the staff team. The manager consults with the staff and parents to help identify areas to improve. For example, new accessible storage boxes introduced outdoors enable children to access a greater range of resources.

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

- Children have good relationships with adults. Staff are kind and caring. They help children to settle and feel emotionally secure. Children are supported well to learn social skills and display good behaviour. Staff understand children's individual stages of development, and take appropriate action to support children who struggle with regulating their behaviour. For example, they use timers to help children learn to share and take turns in their play.
- Children learn about the world they live in and their local community. For example, the children visited a local care home to take part in the art classes with residents. This helped children to learn about the needs of others and to have respect for different people.
- Children are happy, active and motivated to learn. They enjoy fun and exciting play experiences which support their physical health well. They learn about risks and how to keep themselves safe as they attempt new challenges. For example, babies show developing confidence as they climb the ramp to the slide, reassured that a familiar adult is close by. Children have access to various mark-making resources. However, staff do not make the most of chances to incorporate songs and rhymes through children's play, to help develop children's early literacy skills fully.
- Staff help children to make good progress in their learning and development. They plan suitably challenging activities that excite and engage children's

curiosity. Children use their imagination well. For example, older children enthusiastically join in the new construction role play area, working together to build with the resources. Staff interact positively and allow the children to follow their ideas. However, they do not make the most of the opportunities to extend the older children's mathematical development further.

- The manager and special educational needs officer work closely with outside agencies to plan for children's specific needs. They identify any children who may need some additional help and take appropriate action, so children get the support they need to catch up.
- Partnerships with parents are strong. Staff work particularly well with parents to share information and maintain a consistent approach for children's care and learning. Parents are well informed about their children's progress and actively encouraged to get involved in their children's learning. For example, staff provide 'busy bags' with activities for parents to do at home with their children.
- Staff are supported well by the manager to develop their skills to ensure children receive a good learning experience. As a team, they continue to reflect on ways to develop the provision further. Changes to the nursery routines since the last inspection mean that children benefit from more opportunities to become independent. This helps to prepare them for the next stage in their learning, and move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

The provider follows safer recruitment procedures to make sure that all staff are suitable and have the skills they need for their role. Staff demonstrate a secure understanding of procedures to keep children safe. They know the signs that may indicate a child is at risk of harm and how to identify and report concerns. The manager ensures that the staff keep their knowledge up to date, for example through training and staff meetings. Security measures are effective and access to the premises is monitored well to help keep children safe. Clear safeguarding policy and procedures are in place, which are shared with parents.

## What does the setting need to do to improve?

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

- enhance older children's learning further through their play, in particular to support their mathematical development
- increase opportunities for children to explore songs and rhymes, to help support their early literacy skills fully.

## Setting details

<b>Unique reference number</b>	140994
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10062629
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Weymouth College Governing Body
<b>Registered person unique reference number</b>	RP522914
<b>Telephone number</b>	01305 764836
<b>Date of previous inspection</b>	3 August 2015

## Information about this early years setting

Jelly Babies Day Nursery registered in 1992. It is situated within the grounds of Weymouth College, Dorset. The nursery is in receipt of early years education funding for children aged two, three and four years. It is open all year round, Monday to Friday from 7.45am to 5.30pm. The nursery employs 11 members of staff. The manager, deputy manager and one other staff member hold early years professional status and eight staff hold childcare qualifications at level 3 or level 2.

## Information about this inspection

### Inspector

Dinah Round

### Inspection activities

- The inspector completed a learning walk across all areas of the nursery to find out how the early years provision and the curriculum are organised.
- Two joint observations were carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery documentation. This included evidence of staff suitability and training.
- A meeting was held between the inspector and nursery manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020