

# Inspection of Jellie Tots Pre-school

Rivermeads Hall, Staines Road, Twickenham, Middlesex TW2 5JA

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Inspection date: 31 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Staff value children highly as individuals. They have caring relationships with them and help them to settle well, for example by carrying out home visits to build relationships. Staff get to know children's likes, dislikes and interests and provide engaging activities. Children gain good independence skills. For instance, they help to prepare fresh fruit, snacks and pour their own drinks. Older children put on their coats while staff support younger children to gain these skills. Children act with care and with safety in mind. For example, staff talk to children about the dangers of using the climbing frame while holding a toy. They use tools and materials safely. Staff teach children to respect themselves and others from diverse backgrounds. For instance, they talk about and celebrate special occasions, such as Eid and Diwali. Children have good understanding of their feelings and are beginning to manage them. For example, staff help children to identify different emotions and talk about ways to manage them. Children are confident and motivated to learn. They share and take turns well, such as speaking and listening to each other during group discussions. Staff teach children good daily routines, such as taking regular physical exercise and eating healthily.

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

- Staff provide an interesting and diverse range of activities securely based on children's preferences. They make regular assessments of children's learning and ensure that this information is used to provide them with the appropriate level of challenge. Children make good progress in their learning.
- Staff help children to gain good early literacy skills. For instance, children are able to match letters with the sounds they make and can recognise their names. Children enjoy looking at books and listen well to stories read by staff. They learn new words and how a story is structured.
- Children have a wide range of good activities to promote their creative skills, such as painting and collage using different tools and materials.
- Staff help children to gain a good understanding of the natural world. For instance, children plant and grow vegetables outdoors and learn how things grow and where food comes from. They also enjoy playing in areas such as a dinosaur den, where they learn the names of dinosaurs and about how they lived.
- Staff provide effective support to children with special educational needs and/or disabilities. They have successful links with parents and health professionals and meet with them regularly to share information and make targeted plans for children. They carry out regular reviews of children's progress and work cooperatively to promote best outcomes for children.
- Staff have high expectations of children's behaviour and manage this effectively. For example, they share group rules with children and use praise to motivate

children to respond in positive ways. Children behave well.

- The manager monitors the work of staff well. For example, she observes staff and provides feedback to improve their skills and knowledge. She also carries out activities with children, acting as a role model to staff to enhance their practice. The manager keeps a close eye on children's progress to identify any children requiring additional help. She supports staff well and meets with them individually and regularly to discuss their work and training needs. For instance, staff attended a course on effective learning, which led to improvements in practice.
- Children move freely between the indoor and outdoor areas, enabling them to practise and develop different physical skills, such as running, jumping and balancing. However, the outdoor area has not been fully developed to support the all-round learning of those who learn best outdoors, in areas such as expressive arts and design and technology.
- Overall, staff have good partnerships with parents. They keep them well informed of their children's progress. However, they have not yet considered a full range of information to share with parents about children's learning at home, to support them even further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have clear a understanding of what they need to do and who to notify if they have concerns regarding a child's welfare. They attend regular training updates to keep their skills and knowledge up to date. Staff carry out daily checks covering all aspects of the nursery to help prevent potential hazards. The manager carries out robust background checks on staff to assess suitability for their roles as part of the recruitment process.

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

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

- develop the outdoor area further to support the all-round development of those who learn best outdoors, particularly around early mathematics
- strengthen links with parents to support children's learning further.

## Setting details

<b>Unique reference number</b>	507790
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10060304
<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>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Jellie Tots Pre-School Committee
<b>Registered person unique reference number</b>	RP519290
<b>Telephone number</b>	020 8255 0880
<b>Date of previous inspection</b>	10 July 2015

## Information about this early years setting

Jellie Tots Pre-school nursery registered in 1997. The nursery is open on each weekday during school term time from 9.10am until 12.20pm. It is located in Twickenham in the London Borough of Richmond-Upon-Thames. There are four staff members, including the manager, all of whom hold appropriate qualifications in early years or teaching.. This includes one staff member who holds a level 7 qualification in early years; two members of staff who holds a level 6 qualification in early years; one staff member who holds a level 3 qualification in childcare; and one member of staff who holds a level 3 qualification in childcare. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## Inspection activities

- The inspector carried out a joint observation of a group activity with the manager.
- The inspector went on a learning walk around the nursery with the manager and discussed the curriculum provided.
- Interaction was observed between staff and children and the inspector spoke with children, when appropriate.
- The inspector tracked the experience and activities of several children.
- Documentation was checked and the inspector held a discussion with the manager.
- The inspector considered the views of staff and parents during the inspection.

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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