

# Inspection of Jelly Tots

Solway Community Technology College, Liddell Street, Silloth, WIGTON, Cumbria  
CA7 4DD

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Inspection date: 2 November 2021

## **Overall effectiveness**

## **Requires improvement**

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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 and contented. They confidently separate from their parent or carer at the door as staff warmly greet them on arrival. Children move around the room with self-assurance and make choices from a range of resources accessible to them. All children form a close bond with their key person. They develop warm and trusting relationships with all staff and seek them out for cuddles when upset or feeling tired. Information is obtained from parents and carers about children's care routines and dietary needs. This helps staff to provide consistency of care to help the children feel safe and secure.

Children who speak English as an additional language and children with special educational needs and/or disabilities have their needs met well. They are given the precise support they need to help them to make progress. The manager has the true interests of the children and families that attend at heart, and successfully provides a home-from-home environment. However, there are some areas under leadership and management that require review and attention to ensure that the early years foundation stage requirements are met.

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

- Partnerships with parents and carers and other settings children attend are well established. During the COVID-19 pandemic, staff were proactive in supporting parents at such a vulnerable time. Information is shared daily using an online communication tool and at collection times. Parents are encouraged to participate in home-based activities to reinforce and extend children's learning further. Many parents comment on their children speaking and singing more since starting at the nursery.
- Staff understand the need to encourage children's personal, social and emotional skills more due to the impact of the COVID-19 pandemic restrictions. Staff give children appropriate praise and encouragement and manage children's behaviour appropriately. Children receive consistent messages from staff to help them to manage their behaviour, particularly around how their actions might affect others.
- Staff understand what babies and children need to know and do next. They provide a curriculum that helps to support children's learning needs. For example, while encouraging turn taking during a memory game, staff extend children's recognition of colour and number by counting the number of chess pieces they have won. Staff question children appropriately and model clear pronunciation so children hear words more precisely. Children enjoy listening to stories with staff. Children practise using their small muscles while manipulating dough, completing puzzles and mark making with chalk. These activities help to support children's early literacy development. Staff support babies' physical

development by helping them to sit without support and to reach out for objects placed just out of reach.

- Staff work closely with parents to support children's care routines, including times when younger children are learning to use the toilet. Children's health and hygiene is supported, and drinks are accessible at all times. During mealtimes, there are times when some children get up from the table while eating food. This is not always noticed by staff straight away. When staff do intervene, they make sure children remain seated to ensure their safety.
- The manager has satisfactory induction procedures in place to ensure that staff, including apprentices, understand their role and responsibilities. In addition, regular supervision is in place for staff. Although staff have access to online training facilities, they are not actively encouraged by the manager to undertake the training packages available to them. As a result, the manager and staff have not undertaken any recent training to improve their knowledge of the teaching of the curriculum and other specialist subjects.
- Accident and incident records are confidentially maintained and shared with parents when they collect their child. However, some of the policies and procedures that are in place have not been reviewed recently or updated in line with the statutory requirements. Although, staff are knowledgeable of the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, this policy is not available for parents. In addition to this, the manager is not fully aware of her responsibilities under the Data Protection Legislation and the Freedom of Information Act 2000.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an acceptable understanding of the indicators of abuse and harm. They know the procedures to follow to report any concerns that may arise, including concerns about the behaviour of any adult looking after children. The manager and most staff have an appropriate understanding of broader safeguarding matters, such as radicalisation and female genital mutilation. Risk assessments are in place. However, on the day of the inspection, these procedures had not been effectively implemented to ensure that potential hazards to children are minimised. The manager and staff took immediate action to resolve these issues, ensuring that there was no impact on children's safety and welfare.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date

<p>support staff to undertake appropriate training and professional development opportunities to ensure that they further improve their knowledge of the teaching of the curriculum and gain further insight into other specialist subjects</p>	<p>02/12/2021</p>
<p>ensure that the required policies and procedures are reviewed and updated in line with the statutory requirements and made available for parents. This includes the complaint policy and uncollected child policy.</p>	<p>16/11/2021</p>

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

- strengthen staff's understanding of the importance of implementing effective risk assessments that identify potential hazards and ensure children's safety and welfare
- ensure that the requirements under the Data Protection Legislation and the Freedom of Information Act 2000 are understood and implemented.

## Setting details

<b>Unique reference number</b>	EY424791
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10213082
<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 at time of inspection</b>	0 to 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	McCormick, Jacqueline
<b>Registered person unique reference number</b>	RP909750
<b>Telephone number</b>	01697925035
<b>Date of previous inspection</b>	13 August 2018

## Information about this early years setting

Jelly Tots registered in 2011. The setting employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The setting opens from Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 7.30am until 5pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carys Millican

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to children about their play and learning.
- Discussions were held with the manager about the design of the curriculum and how it is being implemented.
- The nursery documentation, including staff suitability checks, accident, incident and medication records, and the setting's policies and procedures were viewed by the inspector.
- The inspector spoke to staff, parents and carers at appropriate times during the inspection, and also considered the views of parents and carers through written testimonials.
- This unannounced inspection was carried out following the risk assessment process.

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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