

Inspection of Jelly Tots Nursery (goole) Ltd

Jelly Tots, Unit 2, 1 Government Street, Goole, East Riding Of Yorkshire DN14 5AN

Inspection date:

13 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a bright and welcoming environment. On arrival, children are happy and are supported to separate from their main carer. Children are excited to share their home experiences and activity pack. Staff quickly provide reassurance to children who are upset, which helps them feel safe and secure.

Partnership working with parents is positive and this is reflected within the parents' comments. Flexible settling-in sessions and gathering information prior to the child's entry, help children to settle quickly into nursery life and form positive attachments to staff.

Overall, children make their own choices in play. In addition, they have the opportunity to access planned activities and plentiful resources based on themes. However, staff do not consider how the learning intent is consistent with children's starting points. Therefore, activities do not build on what children of all ages already know and can do. The needs of the children are not consistently considered when staff plan activities and, as a result, children are not always engaged in meaningful play, for example, during a planned activity in the pre-school room. Staff intend for children to learn about 'bigger' and 'smaller' in relation to their own bodies. However, the activity is too advanced, and the questions asked of children are too complex in relation to the body structure. As a result, children are disinterested and quickly leave the activity.

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

- Children benefit from the managers' and staff's effective working relationships with external professionals. Staff understand how to support children with special educational needs and/or disabilities. Staff are considerate and inclusive in their practice.
- Managers and staff are able to explain the intent of their curriculum and what they intend children of all ages to learn from the learning activities they provide. However, children's starting points, what they currently know and can do, are not taken into consideration when staff do plan activities. For example, during an activity in the toddler room, staff explain that they intend for children to learn about and identify colours. However, several children are not able to contribute, as the expectation is too high. This was due in part to staff not being clear about the children's current knowledge of colour names and concepts.
- Children of all ages enjoy healthy and nutritious meals. Older children know that they need to wash their hands before eating, to reduce the risk of infection. However, staff do not consistently encourage older children's developing independence skills. For example, meals and snacks, such as apples, are already prepared and placed in front of the children. This limits the opportunities for

older children to develop serving and cutting skills.

- The management team has not identified weaknesses in the teaching of communication and language across the setting. Some staff do not promote the correct pronunciation of words and use abbreviations such as 'dody', 'ducky' and 'belly'. Staff in the baby room identify some children's interest in pigs. However, they do not build on children's already acquired language or vocabulary, as they ask questions that are too difficult for the babies to answer. Furthermore, during a musical instrument activity in the pre-school room, the noise levels are very loud. As a consequence, children's voices could not be heard when choosing a song to sing. This weakness impacts on the progress children could be making in their early speech and language development.
- The management team and staff have regular meetings and take pride in their teamwork. For example, during the COVID-19 (coronavirus) lockdown period, they introduced initiatives for staff's well-being. They recognised and celebrated staff's achievements and provided activities outside of work to boost their morale.
- Despite the weaknesses, children display some positive attitudes to learning. For example, toddlers persist in their attempts to place balls into a shape sorter. Some babies are fascinated by the spraying of water, and watch the water cascade onto the dry sand. Older children pretend to make a cup of tea and offer strawberries and cake for dessert. Toddlers explore the texture and feel of pink rice as they move it around the tray with their hands.
- Staff have established friendly and trusting relationships with parents. They use a variety of methods to share information. This helps to ensure that parents are fully involved in their child's development and supports children's continued learning at home. Parents state they are very happy with the service staff provide.
- The setting has an inviting outdoor environment. Children learn about how to grow and nurture living things. They have the opportunity to plant and grow a variety of vegetables in their allotment. The children use the vegetables in their role-play farm shop, taste them at snack and use them in baking activities.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete regular training to ensure their child protection knowledge remains up to date. They have a strong understanding of how to identify any causes for concern and are clear on the action to take to protect children. The managers and staff implement effective procedures and place a good emphasis on ensuring children are cared for in a safe environment. This includes recruitment, selection and induction procedures. Comprehensive risk assessments are completed for all areas of the nursery, including outdoors. Effective staff deployment means that all children are well supervised and cared for.

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
raise the quality of the curriculum and planning to ensure that all children are fully supported to engage in challenging activities that build on what they already know and can do	06/12/2021
ensure that the curriculum for communication and language identifies and builds on children's current stages of development and challenges them to use and develop their language and communication skills.	06/12/2021

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

- provide further opportunities for older children to promote their independence skills.

Setting details

Unique reference number	EY557499
Local authority	East Riding of Yorkshire
Inspection number	10190079
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	49
Name of registered person	Jelly Tots Nursery (Goole) Ltd
Registered person unique reference number	RP557498
Telephone number	01405 766700
Date of previous inspection	Not applicable

Information about this early years setting

Jelly Tots Nursery (goole) Ltd registered in 2018. The setting is in the town of Goole in the East Riding of Yorkshire. It operates from 7.30am until 6pm, Monday to Friday, all year round except bank holidays and a week at Christmas. There are 13 members of childcare staff, nine of whom hold relevant childcare qualifications from level 2 to level 4.

Information about this inspection

Inspector

Mandy Haddock

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery. The manager discussed what they wanted the children to learn.

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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