

Inspection of Jollies House

Bishop Duppas Park, Walton Bridge Road, SHEPPERTON, Middlesex TW17 8NR

Inspection date: 9 December 2021

Overall effectiveness **Good**

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

Children and parents are warmly greeted by staff when they arrive at the setting. As a result, children settle into their chosen activities quickly. Staff know the children well. They use information that children share about their home lives to plan interesting and enjoyable activities within the setting. For example, many children spoke about a winter festival they had visited with their parents. Staff extended on this by creating a 'winter wonderland' themed funfair activity for children to play with.

Staff support children to develop good communication and language skills by extending knowledge and vocabulary. For example, children engaged in conversations during snack time, about the seeds in apples and what they would grow into if planted.

Children demonstrate positive attitudes towards learning as they engage in activities and routine tasks. For example, younger children show determination and perseverance as they serve their own pasta at lunchtime. Children behave well and are kind and caring towards each other. For example, when playing outside, they patiently wait their turn on the climbing frame to keep themselves and each other safe.

Children benefit from ample opportunities to develop their physical skills in the outdoor area. Children practice balancing on beams, navigate the garden on balance bicycles, and create self-made assault courses. However, there are less opportunities for children to develop skills across all areas of learning while they play outdoors.

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

- Staff read to children in a way that engages them. Value is given to books and the importance of sharing stories. For example, staff create a cosy environment to read books with children. This supports children in hearing a broad range of vocabulary.
- Leaders and staff have clear ambitions for all children. Children with special educational needs and/or disabilities are identified quickly to ensure their development is supported. The manager proactively engages with other professionals to ensure targeted support is provided to those children.
- Staff support children to embed long-term learning. For example, staff build on children's knowledge of letters and sounds to help them learn the letters and sounds of their names. However, at times, staff do not recognise when children need more challenge to extend and develop deeper levels of learning.
- Relationships between staff and parents are strong. Parents report how happy

they are with the care and education provided to their children. Staff regularly share information with parents about their child's development. For example, staff provide ideas to help them move their child along in learning at home.

- Children behave well within the setting. Staff sensitively support children to resolve occasional disputes which occur, by encouraging children to work through their problems and think of resolutions themselves. As a result, all children are starting to learn about the importance of sharing and the impact their behaviour has on others. However, staff need to be more consistent with clear messages around boundaries.
- Staff recognise the importance of helping children to learn about what makes them unique. They provide activities to help children learn about their friends' different cultural celebrations. During Diwali celebrations, children came in to the setting dressed in their traditional cultural clothing to show to others. This provides children with a sense of pride and belonging.
- The manager has high ambitions for the quality of care and learning she wants to provide. She evaluates the quality of the provision and has clear plans in place as to enhancements she can make. She has clear plans to improve the provision of outdoor play, so that children can experience greater opportunities to develop across all areas of learning.
- Staff have high expectations for all children. They monitor their development closely and make sure intentions for learning help them make progress where it is needed most. This ensures that children are making good progress in their learning.
- The manager places a high importance on staff well-being. Staff feel well supported with their workloads, and receive good opportunities to further their professional development. Staff are attending yoga training to provide sessions for children. This was based on positive parent and child feedback in respect of online yoga sessions provided by staff for those children who could not attend during the pandemic.
- Staff positively support children's independence skills and help children learn how to take safe risks. During snack time, children choose and chop their own fruit. Staff verbally guide children about how to use child safety knives and supervise them closely.

Safeguarding

The arrangements for safeguarding are effective.

The manager works hard to create a strong culture of safeguarding within the setting. Staff undertake regular training to ensure that they have a clear and up-to-date knowledge of safeguarding matters. They have a good understanding of the signs which could indicate a child is at risk of harm. They are also clear about the procedures they must follow if they have concerns that a child is at risk of harm. The setting is safe and secure. There are effective systems in place to check and supervise any visitors to the setting.

What does the setting need to do to improve?

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

- strengthen further the systems in place for promoting positive behaviour, by ensuring all staff are consistent in helping children to learn boundaries and expectations
- enhance the curriculum for the provision of outdoor play so it provides children with a broader range of opportunities across all areas of learning
- strengthen the delivery of the curriculum so staff fully consider the activities they provide, to create greater focus and challenge in children's learning.

Setting details

Unique reference number	EY458740
Local authority	Surrey
Inspection number	10208859
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	42
Name of registered person	Jollies House Limited
Registered person unique reference number	RP908962
Telephone number	01932267700
Date of previous inspection	14 September 2017

Information about this early years setting

Jollies House registered in 2013. The nursery is open from 8am to 6pm on Monday to Friday, throughout most of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 12 staff. Of these, nine hold appropriate qualifications from level 3 to level 6. The nursery also employs an administrator.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between the staff and the children.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021