

Inspection of Jellybabies Ltd

Jellybabies Nursery, Main Street, Failsworth, Manchester, Lancashire M35 9PD

Inspection date: 31 May 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children thrive in a safe and secure learning environment, where they become deeply engaged and enthusiastic in their play. Activities and experiences are planned based on their interests. For example, toddlers explore their interest in animals using a small-world farm, reinforcing their previous learning about animal names and sounds.

Children develop close bonds with their key person, which supports them to become confident and self-assured individuals. For example, babies turn to their key person for reassurance when trying new skills. Children talk freely about the things they have learned. Children's comments are on display alongside their photos and examples of their art work, which promotes their sense of belonging.

Children follow routines and demonstrate their increasing independence, especially at snack time, when they select their own snack and wash up their own dishes when they have finished eating. Staff have high expectations for children, and their behaviour is positive.

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

- Leaders have a vision for the setting which is shared by all staff, focusing on providing different experiences and opportunities to raise children's awareness of the world around them, for example celebrating festivals such as Eid. This provides quality, inclusive care and education for all children who attend.
- Leaders and staff have worked together to construct a curriculum that reflects the individuality of the children, by focusing on their starting points and identifying next steps in their learning. However, sometimes, staff are not aware of the curriculum learning intention for planned activities and, therefore, they are unclear about what skills and knowledge they want children to gain.
- Staff generally plan suitable activities that are exciting and interesting, and support children's interests, such as making cakes together for a tea party or exploring their interest in holidays by enhancing the role play area. However, during some activities, particularly in the pre-school room, staff do not extend children's learning. This means that, sometimes, children do not receive appropriate challenge.
- Staff support children with special educational needs and/or disabilities and those who speak English as an additional language well. For example, picture cards and visual prompts are used to support children's understanding. As a result, children make good progress given their starting points.
- Transition between rooms and to school is effective and well organised. Children spend lots of time meeting their new key person and exploring their new room, therefore preparing them for the next stage in their education.

- Leaders place a strong emphasis on developing children's speech and language. Staff narrate play, model language and ask children questions as they play. For example, when making crowns, staff ask children if they have seen a crown before and who may wear one. This helps the children to link their learning to the wider world.
- Leaders use observations and supervision to improve and extend staff knowledge and skills. Regular staff meetings and training opportunities provide continuous improvement of teaching and staff professional development. Staff have recently attended training to enable the setting to become a Communication Champion setting, which has improved their commitment to developing children's communication skills.
- Partnership with parents is very good. During the COVID-19 pandemic, staff promoted home learning well. They shared activity ideas, learning links and regular updates. This helped to prevent children from falling too far behind.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust procedures in place to monitor safeguarding. Staff are fully aware of the procedures to follow if they have any concerns. Leaders act promptly when engaging with other safeguarding professionals and, as a result, children and their families get the support that they need. Detailed risk assessments are completed daily to ensure the safety of the premises and resources are maintained. Hygiene is a priority at the nursery. For example, children are encouraged to wash their hands before meals and baking activities, and after nappy changing or toileting. This provides children with the understanding of good hygiene routines.

What does the setting need to do to improve?

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

- build on staff's knowledge of the curriculum intent, so that staff are clear what skills and knowledge the children are gaining from all experiences
- enhance staff knowledge of the curriculum, particularly in the pre-school room, so that children are appropriately challenged.

Setting details

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| Unique reference number | 2553051 |
| Local authority | Oldham |
| Inspection number | 10215778 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 68 |
| Number of children on roll | 84 |
| Name of registered person | Jellybabies Ltd |
| Registered person unique reference number | 2553050 |
| Telephone number | 0161-637-2858 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Jellybabies Ltd registered in 2019. The nursery employs 14 members of childcare staff, including the managers. Of these, 13 staff members hold a qualification at level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Highcock

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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