

Inspection of Jelly Tots Nursery

Surestart Thetford Childrens Centre, Kingsway, Thetford, Norfolk IP24 3DY

Inspection date: 29 June 2022

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 enjoy their time at nursery and demonstrate that they feel safe and secure. On arrival, they are warmly welcomed by friendly staff who support children well to leave their parents and carers at the door. Children have a secure bond with their key person and other staff. Staff have a good understanding of children's individual routines and follow these well to help maintain continuity in their care. Babies' needs are responded to swiftly by attentive, nurturing staff. Children of all ages develop their confidence. Babies grin with delight as they use items to make sounds on metal trays. Older children are keen to share their experiences. For example, they talk about how they have made 'potions, explosions and volcanoes' while playing in the water outside.

Babies and toddlers keenly point to the pictures in books and staff name the different objects. Staff spontaneously sing nursery and action rhymes, and model new words, as children play and explore. This helps to support children's communication and language skills.

Children are supported to take turns, share and play cooperatively. Older children show an awareness of right and wrong and remind their peers to follow the nursery's 'golden rules'. Children respond well to regular praise from staff.

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

- The provider takes account of children's experiences at home and in the wider world. Staff are fully aware that COVID-19 has had an impact on children's communication and language, and social skills, and as a result, the nursery curriculum focuses on these areas across all rooms. The provider regularly monitors and reflects on the provision and makes effective changes to benefit the children. For example, staff have extended the role play home areas based on children's interests.
- Staff work closely with parents to get to know children and their families. They act on information received during the settling-in process to ensure children are well supported when starting the nursery. Effective procedures are in place to support children as they move between rooms within the nursery.
- Overall, staff support children's progress and build on what children already know and can do. However, not all staff are fully aware of how to sequence children's learning. In addition, there are times when the learning intentions of activities are not effectively matched to children's abilities.
- Parents and carers express their thoughts and are very complimentary about the nursery. They comment that they like the 'family atmosphere' and that staff are helpful and share information and communicate well. Staff actively encourage parents to remain involved in their children's learning. For example, children

borrow 'library books' to share at home with their parents.

- Staff receive supervision meetings that help to provide support for their professional development. They have opportunities to complete training to further develop their skills. Staff morale is good. The provider works hard to ensure that staff well-being is high.
- Staff ensure that effective support is in place for children who are learning to speak English as an additional language, and children in receipt of additional funding.
- Children with special educational needs and/or disabilities are supported well. The member of staff responsible for supporting these children works closely with parents, staff and other professionals, helping to ensure those children make the best possible progress.
- Children have regular opportunities to build on their physical skills. They enjoy spending time in the outdoor areas, where they climb, balance and use ride-on toys. Children also take part in activities in the nearby wooded area. Staff regularly risk assess all areas children use to ensure they are safe and suitable.
- Staff's interactions with children are not as consistently high during times of changes in activities as they are at other times during the day. For example, staff do not always give children a warning when it is time to tidy away, or when it is time for a nappy change. This means that children's play and learning are sometimes interrupted, and they are not able to finish activities to their satisfaction.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows robust recruitment and induction procedures for new staff. Essential background checks are completed to make certain that staff are suitable to work with children. All staff know the signs that indicate children may be at risk of harm or abuse and the procedures to follow. They are fully aware of what to do should concerns be raised about staff if management were not to follow them up. Staff complete regular training to deepen their knowledge of child protection, including wider safeguarding issues, such as being influenced by extremist views. The management team ensures that staff's understanding is regularly checked.

What does the setting need to do to improve?

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

- focus support and coaching for staff on helping them to fully understand how to sequence the curriculum
- support staff to maintain the highest quality of interaction with children throughout the day, especially regarding giving children time to complete their self-chosen activities and during times of transition between activities.

Setting details

Unique reference number	2572148
Local authority	Norfolk
Inspection number	10239141
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	84
Number of children on roll	120
Name of registered person	Jelly Tots Limited
Registered person unique reference number	RP904308
Telephone number	01842337050
Date of previous inspection	Not applicable

Information about this early years setting

Jelly Tots Nursery registered in 2020. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. Four members of staff are currently working towards a level 3 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic on the provider and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a tour of the nursery and discussed how the early years provision and the curriculum are organised.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation of an activity with a senior member of staff.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and carers provided the inspector with oral and written feedback, which the inspector took into account.
- 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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