

Inspection of Jellies Pre-School, Out Of School & Holiday Club

Linthwaite Methodist Church, Stones Lane, Linthwaite, HUDDERSFIELD HD7 5PD

Inspection date: 20 July 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and healthy. They thrive on the warm greetings which they receive from staff, who they have strong emotional attachments to. This helps children to feel safe and secure. Children are very settled. They follow routines well and confidently make choices that help them to develop independence. Children are sociable and demonstrate excellent behaviour. They enjoy playing together imaginatively. Children weigh and buy real fruit and vegetables in the highly engaging greengrocer's role-play area. Children learn how such food items contribute to living a healthy lifestyle.

Children progress well in their learning, overall. Children aged over three years take part in a wealth of challenging and motivating activities, outings and first-hand experiences. Consequently, children gain a broad range of knowledge and skills for their future learning. Children concentrate intently as they explore and test out their ideas during activities. For example, they fill, pour and measure water using different utensils. Children delight in exploring real musical instruments.

Children show awe and wonder as they embark on an enthralling bug hunt with their clipboards and checklists. They use magnifying glasses to examine creatures up close. Children learn astounding facts from skilful staff, such as how the spider's web is made of silk and how the spider catches its prey. They learn new words, such as 'arachnids'.

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

- Staff deepen children's knowledge and recall in a variety of inspiring ways. For example, they capture activities and real-life experiences, such as a trip to the greengrocers, post office or garden centre, in photo booklets and role-play activities. Staff plan exciting activities around a breadth of topics and children's favourite stories.
- Staff monitor children's progress and identify any emerging concerns in their development. They make referrals to other professionals. However, when children are awaiting appointments or follow-up support plans, staff do not consistently put early intervention strategies in place to help children to catch up more rapidly.
- Staff's qualifications and continued professional development have a particularly positive impact on children aged over three years. For example, staff help children to explore challenging concepts, such as 'floating' and 'sinking'. They demonstrate how items can be weighed using traditional or electronic scales. Staff provide excellent activities for children who attend the out-of-school provision, to complement their experiences.
- Staff do not fully adapt their curriculum and teaching, to precisely target two-

year-old children's individual learning needs. They do not always recognise when children require more adult support to engage, or maximise opportunities to develop their language skills.

- Staff instil essential early social skills through their own excellent role modelling. They celebrate children's achievements, for example, through the use of a 'wow' board. This helps to foster children's self-esteem and confidence. Children use sand and digital timers to take turns and share resources. This also helps children to learn that time can be measured in different forms.
- Children have extensive opportunities to learn about difference. For example, they visit Chinese and Asian supermarkets. Staff help children to make links with settings in other countries, such as New Zealand. They reflect many positive images of diversity, such as through an 'inspirational people' display.
- Staff provide ample opportunities for children to develop their early literacy skills. For example, children buy books, enjoy listening to stories and find their names on arrival. They have great fun using water and paintbrushes to make marks outdoors.
- Children learn many mathematical concepts. For example, they take platform number prompts to the train station and buy their own tickets. Staff enthusiastically sing number songs as they make currant buns with dough. Children also use pipettes, to extract a measured volume of water.
- Children demonstrate good physical skills. For example, they independently serve their own fruit, use tools, such as tweezers, and negotiate an obstacle course.
- Staff gain important information from parents to help children to settle in. Thereafter, staff provide regular progress updates verbally, electronically and through progress reports. They inform parents of monthly topics, so that parents can share what children may already know or have experienced, and complement children's learning at home.
- Staff support children's transition to school exceptionally well. For example, they provide book bags, share school photo booklets and work closely with teachers.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake rigorous risk assessments to promote children's good health, safety and welfare. They closely monitor access, for instance by using a video door-entry system. Once inside the main entrance, there are further security measures for gaining access to the first floor playrooms. Staff use walkie-talkies to communicate when children move between the indoors and outdoors. Staff have a good knowledge of the possible signs of abuse and understand how to report their concerns. This helps to protect children from harm. Staff help children to learn about dangers and keeping themselves safe. For example, they remind children to wear a safety helmet when riding a bike and arrange visits from the road safety team.

What does the setting need to do to improve?

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

- work in greater partnership with parents and other professionals and strengthen early intervention strategies, to help children to catch up in their development more rapidly
- focus teaching and the curriculum more precisely on younger children's individual learning needs, to fully engage them and help them to make the best possible progress.

Setting details

Unique reference number	EY430114
Local authority	Kirklees
Inspection number	10131614
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	2 to 11
Total number of places	40
Number of children on roll	112
Name of registered person	Shelley Thornton and Jamie Thornton Partnership
Registered person unique reference number	RP530775
Telephone number	07717 228743
Date of previous inspection	27 October 2015

Information about this early years setting

Jellies Pre-School, Out of School & Holiday Club registered in 2011 and is located in Huddersfield. The pre-school provision started operating under the same registration in 2018. There are seven members of childcare staff, including the nursery owners. All staff hold appropriate early years qualifications; one is at level 2 and six are at level 3. The pre-school is open during term time from 7.30am to 6pm, Monday to Friday. The out-of-school club is open from 7.30am to 9am and from 3pm to 6pm. The holiday club is open from 8am to 5pm. It operates during every school holiday, except the last week of the summer holidays and the week between Christmas and New Year. The setting provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 with the provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the manager and the nursery owners, and carried out a learning walk with the manager. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact of this on children's learning.
- The manager and the inspector carried out a joint observation of an activity taking place.
- The inspector spoke with children, parents and staff during the inspection. She also gained written feedback from parents.
- The inspector held regular discussions with the manager and nursery owners throughout the inspection, to keep them updated. She also looked at various policies and documents, including those related to the suitability and qualifications of staff.

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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