

Inspection of Jelly Tots Nursery (goole) Ltd

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

Inspection date: 8 September 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from staff when they arrive at the nursery. They enthusiastically join their friends, eager to start playing in the bright and stimulating playrooms. Resources are arranged so that children can make independent choices about their play, both inside and in the outdoor areas. Children make good progress from their starting points. This is because staff know the children extremely well. As a result, activities are carefully planned to help each child to achieve their next steps in learning. Children's interests are reflected in the range of resources and play opportunities provided. For example, children who are starting to speak in short sentences are highly engaged, using resources to retell a familiar story. They giggle as they try to blow down the bricks like the 'big, bad wolf'. Skilful questioning from staff supports children to repeat phrases from the story.

Children behave extremely well. They are polite and helpful. Children are encouraged to share and to take turns as they play alongside their friends. They also welcome staff to join them in their play. There is a lovely buzz of activity throughout the nursery. The strong attachments between the children and their key person support children's emotional well-being. Staff speak to children with kindness and respect.

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

- The whole staff team has worked extremely hard since the last inspection to develop the curriculum they provide. As a result, they have clearly identified what they want children to learn at the different stages of their development. This is used to shape the resources and opportunities provided in each of the rooms. There is a consistent approach to supporting children's learning throughout the nursery. Babies, who are starting to pull themselves up, can safely develop their muscles on the soft-play equipment. Older children, interested in vehicles, make progress in their mathematics as they recognise numerals and match these to the correct number of cars.
- Considerable emphasis is placed on supporting children to become confident communicators. Staff speak to children clearly. They repeat what children are trying to say so that they can hear the correct pronunciation. Older children remember some of the vocabulary they have been introduced to in previous activities. For example, they describe the life cycle of butterflies and use the word 'cocoon'.
- Children new to the nursery are supported exceptionally well. Detailed information is collected from their parents during settling-in sessions. This is used by staff to plan activities to interest children during their first few days. For example, babies are given musical instruments to explore because this is

something parents say they like to do at home. Staff carefully observe the children as they discover the learning environment. This helps them to identify and plan further activities based on children's needs and interests.

- Mealtimes are very sociable. Older children sit at tables with the staff. They serve themselves with nutritious food, helped by staff to use tongs and serving spoons, when needed. Children pour their own milk or water. In the baby room children who can do so successfully feed themselves. They beam with pride as staff praise them for doing so well. Sometimes children must sit and wait too long at mealtimes. Although they wait very patiently, opportunities to maximise their learning are not always consistently developed.
- Children benefit from regular visits in the local community. Younger children travel safely in specially designed 'buses' pushed by staff. Managers are keen to ensure that children are given opportunities they may not always get at home. There are 'welcome greetings' in the nursery entrance in a range of community languages. However, in the playrooms, there are few opportunities for children to see their home languages and cultures represented.
- Partnerships with parents are an important part of the nursery's ethos. Parents are invited to regular meetings with their child's key person. Leaders and managers place a great deal of emphasis on promoting the emotional well-being of the staff team. Staff say they feel extremely valued and appreciate the support they receive. They have access to a wide range of different training opportunities. The nursery has also welcomed the support received from the local authority.

Safeguarding

The arrangements for safeguarding are effective.

The whole nursery team takes its responsibility to keep children safe very seriously. They access regular training to keep their knowledge up to date. Staff can confidently discuss the signs that may give them cause for concern about a child's safety. This includes recognising indicators of neglect, physical abuse and exposure to radicalisation. Staff understand how to report any concerns they have. This includes what they must do if there is an allegation against a member of staff. Leaders and managers carry out a rigorous process to ensure that new staff are suitable to work with children.

What does the setting need to do to improve?

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

- develop the organisation of snacks and mealtimes so that children are fully engaged throughout
- provide more opportunities for children to celebrate and share with others their home languages and cultural experiences.

Setting details

Unique reference number	EY557499
Local authority	East Riding of Yorkshire
Inspection number	10210544
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 9
Total number of places	50
Number of children on roll	42
Name of registered person	Jelly Tots Nursery (Goole) Ltd
Registered person unique reference number	RP557498
Telephone number	01405 766700
Date of previous inspection	13 September 2021

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 for bank holidays and a week at Christmas. There are 14 members of childcare staff. Of these, two hold relevant childcare qualifications at level 2, six have level 3, three have level 5 and one holds qualified teacher status. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Batchelor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nominated individual, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of an activity with the manager and the nominated individual.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.
- Managers showed the inspector documentation to demonstrate the suitability 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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