

Inspection of Jelly Tots

Solway Community Technology College, Liddell Street, Silloth, WIGTON, Cumbria
CA7 4DD

Inspection date: 9 September 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses in the safeguarding practices at the nursery. The manager does not have a good enough understanding of her role to protect children's welfare. She does not check that staff working with children remain suitable to do so. Staff do not take prompt and effective action to minimise any potential risks to children, particularly in the area where children sleep and during mark-making experiences. Some areas of the nursery are not adequately equipped to ensure the safe preparation of meals and snacks. Food and drinks provided to children are not healthy enough. Staff do not consider the needs and abilities of every child when managing their behaviour. They do not consistently intervene to challenge instances of poor self-control. Therefore, children's behaviour is poor. These weaknesses have a significant impact on children's health, safety and welfare.

Actions from the last inspection have not been addressed. The manager does not provide staff with the appropriate support, coaching and training to support them in their role. Staff across the nursery have a poor understanding of the early years curriculum and how to implement this successfully. Staff's interventions lack rigour and are not always appropriate to the learning taking place. Some key persons do not know their children well enough. They do not share the necessary information about children's learning and progress with parents and other professionals as appropriate. This hinders children's learning and does not support them to make the progress that they are capable of. Despite this, children are generally happy and settled at nursery. They join in with songs and rhymes and express their favourites. Children, including those who speak English as an additional language, enjoy listening to stories. They handle books carefully and turn the pages, usually, from left to right.

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

- Some of the actions from the last inspection have not been suitably met. Staff have not undertaken enough training and professional development to improve their knowledge of the curriculum and other specialist subjects. Additionally, although staff undergo a yearly appraisal, the manager does not engage staff in regular supervision sessions. This does not support staff to identify areas in which they need to improve. Equally, it does not equip them with the knowledge they need to promote children's care and learning to a suitable standard.
- Staff have a weak understanding of what it is that they intend for children to learn. They show little understanding of how to intervene to move play on. For example, during creative experiences staff do not question children who speak English as an additional language well enough, to develop their early language skills. Additionally, staff's interactions are often not relevant to the learning

taking place. For example, when older children create a tower using blocks, staff ask if they would like to recite the alphabet. This hinders children's learning and does not build on their current skills and interests.

- Staff do not take prompt action to keep children safe. For example, toys and resources are piled high on the worktop in the sleep room and are easily reachable by children. Additionally, staff do not take action to stop children from running around the room while holding objects, such as pencils with the points facing upwards. This puts children and others at risk of harm.
- Some safeguarding practices are weak. The manager does not ensure that she is appropriately trained to carry out the role of the designated safeguarding lead. This does not ensure that children's safety and welfare are fully protected.
- Staff do not ensure that food preparation areas are clean and safe. There is little room to prepare and serve foods safely in the kitchen area because many of the work surfaces are covered with resources and paperwork. Additionally, staff do not wipe the surfaces in between preparing different foods. This results in some cases of cross-contamination. Furthermore, staff do not work together with parents well enough to ensure that children are provided with healthy food and drinks during the day. This has an adverse impact on children's good health.
- In the main, staff speak to children in a gentle manner. Some staff attempt to intervene to try to resolve conflicts as these arise. However, staff do not consistently discourage actions, such as throwing toys and climbing on furniture. This creates a disorderly environment and leads to children demonstrating poor self-control. Furthermore, staff sometimes use strategies that do not consider the ages of the children being cared for. For example, during conflicts, very young children are encouraged to say 'sorry' to their friends even though they have not yet gained an understanding of what this word means.
- Overall, children form a secure bond with staff. However, some staff do not know who their key children are. This does not ensure that children's individual care and learning needs are supported as well as they could be. This has also resulted in some parents not receiving a short written summary of the progress that their children are making between the ages of two and three years.
- Staff form generally secure links with other settings in the area. They take children to nearby school nurseries, to help them to become familiar with the environment that they will later move on to. Children are collected from school and nursery safely and staff make time for children to share information about their day.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and welfare are not fully protected. The manager has not undertaken the required training to support her in her role as the designated safeguarding lead. She has a poor understanding of the agencies she needs to contact in the event of an allegation being made against a member of staff and in the event of a child not being collected from the nursery. Despite this, the manager and staff have a suitably firm understanding of the indicators of child abuse and

how to report any concerns. They take steps to protect children's identities, such as when sharing information on social media with parents. Although the manager recruits staff safely, she does not complete any further checks to ensure that staff remain suitable to work with children. This puts children at risk. Additionally, some information and records, such as those relating to staff's qualifications, are not readily available or easily accessible to the relevant and authorised personnel, for example during inspection.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
support staff to undertake the appropriate training and professional development to improve their knowledge of the curriculum and how to support young children to learn and develop	30/09/2022
ensure that the designated safeguarding lead completes the required training and is fully aware of their role and responsibility to protect children's welfare, including in the event of an allegation being made against a member of staff and in the event of a child not being collected from the nursery	30/09/2022
take steps to ensure that staff's ongoing suitability is checked on a regular basis and that staff are made aware of the need to inform the manager of any changes that may affect their ability to care for children	30/09/2022
take prompt and effective action to minimise any potential risks to children, particularly in relation to the area where children sleep and during mark-making experiences	30/09/2022

implement a more regular and effective programme of support and coaching for staff, to improve their knowledge, skills and teaching practice	30/09/2022
apply sensitive and consistent behaviour management strategies that are appropriate to the ages of the children being cared for	30/09/2022
ensure that there are suitable and hygienic areas to prepare and serve food safely	30/09/2022
work together with parents to ensure that food and drinks provided to children during the day are healthy, balanced and nutritious	30/09/2022
ensure that there is an effective key-person system in place to support the individual care and learning needs of all children	30/09/2022
make sure that information and records are readily available and accessible, particularly during inspection.	30/09/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide all parents with a written summary of the progress that their children are making when they are between the ages of two and three years.	30/09/2022

Setting details

Unique reference number	EY424791
Local authority	Cumbria
Inspection number	10214701
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	18
Number of children on roll	43
Name of registered person	McCormick, Jacqueline
Registered person unique reference number	RP909750
Telephone number	01697925035
Date of previous inspection	2 November 2021

Information about this early years setting

Jelly Tots registered in 2011 and is based in the Wigton area of Cumbria. The setting employs six members of childcare staff. Of these, two hold relevant qualifications at level 3 and one holds a relevant qualification at level 2. The setting operates Monday to Thursday, from 7.30am to 5pm, and on Friday from 7.30am to 4pm, all year round, with the exception of two weeks over the Christmas period. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

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 nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and a member of staff.
- The inspector held discussions with the manager, the staff and children at appropriate times during the inspection.
- A sample of documents were viewed by the inspector. These included evidence of the suitability of staff, a record of staff's qualifications and training, and some of the policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

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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