

Inspection of Jitterbugs Day Nursery

72 Royd Street, Milnsbridge, Huddersfield HD3 4QY

Inspection date: 19 October 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 Good

What is it like to attend this early years setting?

The provision is good

Smiling, happy children are at the heart of this welcoming nursery. The key-person system works very well. Children develop secure attachments with staff. This helps them to feel safe and secure. Children are greeted by cheerful staff who warmly welcome them, ready for the fun-filled day ahead. Babies have big grins on their faces as they wave to visitors. They are extremely happy here. They excitedly play peekaboo with staff and laugh with glee and delight as they pop bubbles.

Staff know the children well. They know what they want children to learn next, why and how. The planned resources and activities support the intent for the curriculum. For example, babies access low-level furniture, and toys are placed at reaching distance to help develop their physical skills. This helps children to make good levels of progress.

Children are incredibly confident. They introduce their peers by name to the inspector and talk about the things that they are good at. They play harmoniously with the many friends they make. Children make birthday cakes out of dough and sing songs. They are familiar with the rules and routines at nursery. For example, children remind each other that they should wear aprons while playing in the water tray and work collaboratively to tidy up before playing outside. They are keen to learn and relish the challenges on offer. Older children enjoy varied opportunities for writing and have a go at writing their name. They proudly show their work to staff, who value their efforts.

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

- Staff spend time talking and interacting with children. They introduce them to the meanings of new words such as 'fossil' and model animal names to young children. This helps children to learn new vocabulary. While interactions are positive, staff do not always consider how to promote children's thinking skills to the highest level. For example, they use many questions with only 'yes' or 'no' answers.
- Staff work very well with parents and other professionals to ensure that children with special educational needs and/or disabilities receive the early help they need. Parents are informed about progress and share strategies to support children. Additional funding is spent well to directly benefit children. For example, staff purchase sensory equipment to help children be calm and regulate their emotions.
- Overall, children behave well. They are mostly busy and focused in play. However, staff do not always help children to understand why they should not do things. For example, children are asked to 'stop', but staff do not always give them a clear explanation to develop their sense of what is right and wrong.

- Children benefit from various trips to the train station, the supermarket and post office and walks in the woods. Groups of children regularly visit the local elderly residents' home. They bake, craft and sing songs with the older generation. Children donate food to the local food bank. This helps them to be respectful, contribute to the community and make a positive difference.
- Children develop a love of reading. They listen carefully as animated staff read stories. Children show empathy as they discuss how the monster feels. They take books home from the 'lending library'. These are shared with parents, who understand the benefits of reading to children.
- Mealtime routines promote children's independence. Babies feed themselves nutritious meals. Older children are encouraged to use a knife and fork. The oldest children line up to be served their meals. This helps them successfully prepare for their transition to school.
- Children learn how to keep themselves safe. They talk about the health benefits of fruit and vegetables as they tuck into 'cowboy pie' at lunchtime. They enjoy daily exercise in the large outdoor spaces. Children learn about road safety while on walks in the local community. Regular discussions with both children and their parents highlight the risks children face online and how they can stay safe while using the internet.
- Parents are extremely positive about the nursery. They are well aware of what children are learning through parents' evenings and the nursery app. They are encouraged to access local initiatives and provided with countless ideas to support children's learning. Parents compliment the staff, who they say are 'worth their weight in gold'.
- Leaders are dedicated and committed to their roles. They want the very best for the nursery and the children who attend. They work hard to continuously improve. For example, they regularly observe staff's teaching and suggest ways this could be strengthened. Staff, many of whom have worked here for a number of years, say that this is a great place to work. They feel well supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote an open safeguarding culture. This means that staff are clear about the importance of reporting any concerns. This helps to keep children safe. Staff have a good knowledge of the signs and symptoms that may indicate that a child is at risk of harm. They receive regular safeguarding training. Knowledge is refreshed in staff meetings. The provider follows effective recruitment and vetting procedures to make sure that all staff are suitable. Staff deployment is effective. This means children are well supervised. Regular risk assessments are carried out to enable staff to identify any hazards. Appropriate action is taken quickly.

What does the setting need to do to improve?

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

- further develop staff's interactions with children to encourage thinking skills through effective questioning
- help support children to understand actions and consequences for their behaviour to develop their knowledge of what is right and wrong.

Setting details

Unique reference number	EY256796
Local authority	Kirklees
Inspection number	10229478
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	40
Number of children on roll	68
Name of registered person	Jitterbugs Nurseries Ltd
Registered person unique reference number	RP523244
Telephone number	01484 460718
Date of previous inspection	26 January 2017

Information about this early years setting

Jitterbugs Day Nursery registered in 2003. It is situated in Huddersfield, West Yorkshire. The nursery employs 20 members of staff, 13 of whom hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and closure over the Christmas period. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager 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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