

Inspection of Jolly Tots Pre-School Nursery

Queens Hall Cottage, Main Street, Burley in Wharfedale, ILKLEY, West Yorkshire
LS29 7BT

Inspection date: 19 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to begin their day. They are greeted by friendly and cheerful staff, who help them to feel safe and secure in this homely and inviting nursery. Children have secure attachments with staff and seek them out to join in with their play. Staff are positive role models and have high expectations for all children. They skilfully listen to and extend children's thinking and learning as they play. For example, as children play with dinosaurs outside, staff successfully support their mathematical understanding. They introduce concepts such as shape, size, measure and counting.

Children show positive attitudes towards their learning. They have access to a wide range of experiences that are stimulating and help them to make progress. Children with special educational needs and/or disabilities are identified quickly and support is put in place. The manager and staff are knowledgeable and work closely with parents and outside agencies to get children the help that they need. They use additional funding successfully, for example, to provide children with the one-to-one help that they need. Children are well behaved and polite. Staff teach them about kindness, consideration and respect for others and living things. Children enjoy growing their own food in the kitchen garden and learn about life cycles as they watch caterpillars change into butterflies.

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

- The curriculum is well planned and sequenced. Staff focus on helping children to acquire and master skills that they will need for the future. They are aware of the overall curriculum intent for the setting and how this links to the experiences they provide for children.
- Staff know the children they care for well and can talk about children's personalities, interests and their development. They regularly observe children as they play and assess their learning. Staff identify any gaps in children's learning and support children to make progress in these areas through the experiences they offer.
- Children's communication and language skills are supported well. Staff communicate with babies at their level. They use simple language, such as naming animals in a book and making the sounds. Toddlers join in with familiar songs and actions. Staff are animated as they sing and introduce concepts, such as 'loud, quiet, fast' and 'slow'. This helps to engage children and make singing sessions exciting.
- Staff skilfully support older children to extend their learning and thinking. Children explore shadows in the garden. Staff help them to learn about light and dark. They introduce new words and concepts, such as 'sharp, clear, blurry, soft' and 'fuzzy', as children move objects closer and further away as they examine

what happens to the shadow.

- Some group activities and routines are not planned well enough to support children's learning to the highest level. For example, whole-group story sessions for older children are interrupted frequently. This does not allow children to develop their concentration and listening skills fully.
- There is a focus on children's good health and promoting healthy lifestyles throughout the nursery. Children enjoy a range of home-cooked and nutritionally balanced meals and snacks. They learn about good hygiene practices, including the importance of good oral health.
- Children's transitions into and through nursery are effective. Staff successfully help new children to settle quickly and offer them lots of comfort and affection. As children move rooms, staff share a range of information about children, including their likes, dislikes, interests and where they are in their development. This makes transitions seamless and helps children to settle.
- Partnerships with parents are strong. Staff regularly share updates with parents about their children's day and what they are learning. Successful strategies, such as a closed social media page and asking about children's home lives, help staff to extend children's interests at nursery.
- The nursery is well established in the community and involved in village life. For example, children take part in celebrations and events, such as an annual scarecrow festival. Children enjoy visiting different places around the village as they learn about the natural world and different people and communities.
- The manager involves parents, children and staff when reflecting on the setting and making improvements. She has a clear and concise action plan in place to develop the setting further.

Safeguarding

The arrangements for safeguarding are effective.

The manager is knowledgeable and understands her responsibility to keep children safe. She keeps her knowledge up to date and ensures that all staff are fully trained in safeguarding and child protection. Staff have good safeguarding knowledge. They are aware of the signs and symptoms of abuse. Staff know what to do if they are concerned about a child's safety or welfare. They make sure that the environment is safe for children's ages and stages of development. There are robust recruitment and induction processes in place for new staff. The manager monitors staff's performance well and supports them to fulfil their roles.

What does the setting need to do to improve?

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

- review the use of whole-group activities, so that the experiences provided promote children's engagement and focus to the highest level.

Setting details

Unique reference number	EY411871
Local authority	Bradford
Inspection number	10265294
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	75
Name of registered person	Jolly Tots Pre-School Nursery Limited
Registered person unique reference number	RP529860
Telephone number	01943862727
Date of previous inspection	1 June 2017

Information about this early years setting

Jolly Tots Pre-School Nursery registered in 2010 and is located in Burley in Wharfedale, West Yorkshire. The nursery employs 21 members of childcare staff. Of these, 15 hold early years qualifications at level 3 or above. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager, owner and the inspector completed a learning walk and discussed how staff deliver their curriculum.
- The inspector observed interactions between staff and children during activities and assessed the impact on children's learning.
- A joint observation of an activity was conducted by the manager and the inspector.
- The inspector held a meeting with the manager and owner. She sampled documentation, including suitability checks of staff and first-aid certificates.
- The inspector looked at written feedback from parents during the inspection to take account of their views.
- Children interacted with the inspector during the inspection.

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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