

# Inspection of Jelly Tots Nursery

Jelly Tots Nursery, 205 Birmingham Road, Shenstone Wood End, LICHFIELD,  
Staffordshire WS14 0PA

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Inspection date: 3 February 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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 full of enthusiasm to start their day at the nursery. They are greeted warmly by the staff, who engage them in conversation. This helps them to feel welcome and valued. Children develop secure attachments with the kind and caring staff and close friendships with the other children. For example, older children talk to one another about sharing and being fair. Children learn to be independent. Babies feed themselves and two-year-old children wash their hands independently. Pre-school children manage their own personal care and serve their own drinks.

Children have plenty of opportunities for outdoor play. They whizz along on wheeled toys and play chasing games with their friends. Children learn the importance of good oral hygiene. For example, they explain 'you brush so your teeth don't fall out.' Throughout the nursery children learn to count, recognise shapes and numbers. They learn to recognise and write letters of their name. Babies demonstrate high levels of concentration as they explore water on a tray. They smile broadly as they splash and mix the water, using a variety of vessels and resources. All children, including those with special educational needs and/or disabilities, make good progress from their starting points, and develop a positive attitude towards learning.

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

- Managers and staff are conscientious and want the best for all the children. They have devised an ambitious and broad curriculum that supports children to make good progress across all areas of learning.
- The health and well-being of the staff team are very important to the management team. Leaders support staff's professional development. Staff report that their workload is managed well.
- Leaders monitor staff teaching practice effectively. For example, they observe and give feedback on what staff do well and advice on where staff can improve their teaching further to enhance children's learning.
- Leaders monitor children's learning to ensure they are making good progress from their starting points. Where leaders identify gaps, they are quick to provide additional support and to seek intervention from outside agencies, when needed.
- Staff are good role models and have high expectations for children's behaviour. They support children to follow the simple nursery rules and boundaries. Children behave well and are kind and respectful towards one another. Children willingly help to tidy away toys. They are well mannered and listen to what staff have to say. Babies smile as they pass toys to one another. Older children invite others to join in their play.
- Staff skilfully weave mathematics into children's play. For example, in the pre-

school room, staff encourage children to use their fingers as they count and work out simple calculations.

- Staff use their good teaching skills as they play alongside children. For example, staff encourage children to use their developing language skills as they engage in imaginative play. However, on occasions some staff do not give children enough time to think about and respond to their questions before asking another or answering themselves. This does not fully support children to develop their vocabulary and communication skills.
- Staff are playful in their interactions with the children. They provide a wide variety of exciting activities that link to children's interests and learning needs. However, sometimes, due to a number of activities taking place in close proximity, children are distracted from listening to and concentrating on adult-led activities.
- Staff teach children how to use tools safely. For example, children show care and control as they practise using scissors and proudly tell others 'Look at me, I'm cutting.' The praise and encouragement they receive from the staff boosts their confidence and self-esteem.
- Children show excitement and high levels of engagement as they use dough as 'cement' to build different structures. Staff working with babies provide many opportunities and experiences for them to explore and investigate. Babies confidently join in with staff at music time. They sing familiar words and giggle as they copy the actions to their favourite songs.
- Parents speak highly of staff. They say that their children love attending, staff know their children well and that they feel involved in their children's development.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust recruitment and vetting procedures in place to help ensure that staff are suitable to work with the children. Staff are aware of the different signs and symptoms that may indicate a child is at risk of harm. Staff are clear about the procedures to follow to report any concerns they may have about a child in their care. Staff carry out regular checks of the resources and premises to help to identify and remove any potential hazards. Staff supervise children at all times.

## What does the setting need to do to improve?

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

- support staff to give children the time they need to think about and respond to questions
- support staff to enable children to listen and concentrate without distraction during adult-led activities.

## Setting details

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| <b>Unique reference number</b>                     | EY385732                                     |
| <b>Local authority</b>                             | Staffordshire                                |
| <b>Inspection number</b>                           | 10265218                                     |
| <b>Type of provision</b>                           | Childcare on non-domestic premises           |
| <b>Registers</b>                                   | Early Years Register                         |
| <b>Day care type</b>                               | Full day care                                |
| <b>Age range of children at time of inspection</b> | 0 to 4                                       |
| <b>Total number of places</b>                      | 49   |
| <b>Number of children on roll</b>                  | 49   |
| <b>Name of registered person</b>                   | Fiona Jackson and Amanda Priddey Partnership |
| <b>Registered person unique reference number</b>   | RP528641                                     |
| <b>Telephone number</b>                            | 01543 481894                                 |
| <b>Date of previous inspection</b>                 | 30 May 2017                                  |

## Information about this early years setting

Jelly Totz Nursery registered in 2009. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and deputy manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery.
- The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the management team, the special educational needs coordinator as well as staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.

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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