Inspection of Jelly Babies Day Nursery

The Camperdown, Front Street, Camperdown, Newcastle Upon Tyne NE12 5UT

Inspection date:	16 July 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by staff at this welcoming nursery. They eagerly go upstairs to see their friends. Staff have created interesting learning environments, both indoors and in the secure outdoor space. Resources and activities have been carefully selected to meet children's different stages of development. They also reflect children's interests. There is a lovely balance between activities led by adults, and opportunities for children to lead their own play. The youngest children are supported to gain confidence and develop their physical skills as they climb on and off equipment outdoors. Two-year-olds develop their understanding of mathematical vocabulary as they scoop and pour porridge oats. They also take part in song time, with considerable enthusiasm. In the pre-school room, children take pride in caring for the vegetables they have planted. They develop their problem-solving skills as they predict which items will float and which will sink. These carefully considered learning opportunities support children to make progress from their starting points.

Children's emotional well-being is promoted strongly. This starts with personalised arrangements to help new children to settle in. The key person system is now effective and ensures that children's care and learning needs are met consistently. Staff are excellent role models when supporting children to play alongside or with their friends. They invite quieter children to join in with activities. There is plenty of praise and encouragement to give children the confidence to try new experiences. Children learn to recognise their emotions and to consider the impact of their actions on others. These approaches help to create a lovely atmosphere within the nursery, as children play and learn together.

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

- Leaders have engaged well with their local authority to meet the actions raised at the last inspection. They are building a strong staff team who have been highly involved in decisions about the development of the nursery. This has ensured that improvements made are understood and implemented effectively by the dedicated staff team.
- The new curriculum has been designed around the prime areas of learning. Staff have identified the key knowledge and skills children will be introduced to at different stages of their development. They carefully consider what they generally want children to achieve from the experiences provided. This is then adapted to ensure that individual children's next steps are catered for.
- Support for children with special educational needs and/or disabilities (SEND) is generally effective. Staff demonstrate that they know children with SEND very well and identify appropriate targets for their further development. Specialists have offered invaluable support to the staff to consider the best strategies to

use. Leaders acknowledge that there is further work to do to ensure that all children with SEND make as much progress as possible.

- Children are given plenty of opportunities to learn new skills to help them to become increasingly independent. In the baby room, once children start to feel more secure around their key person, staff carefully support them to become more confident around other adults. Two-year-olds are encouraged to put on their own shoes and to manage cutlery at mealtimes. Pre-school children help to set the table and to chop their fruit.
- Interactions between staff and children are of a good standard. New vocabulary is introduced to children in a structured way. Older children are encouraged to respond to questions in longer sentences. However, some children's speech development is not consistently promoted as staff do not always consider the benefits of removing children's dummies as they play.
- Children's good health is promoted effectively. Children learn good hygiene practices; this includes a tooth brushing programme. The food provided is nutritious, with special dietary needs catered for appropriately. Children are reminded about staying hydrated on a warm day, and sun safety procedures are in place.
- The nursery recognises the important part it plays in the community. Children take part in fund raising activities to support local causes. They also enjoy regular visits in the 'Jelly bus' to places of interest like the farm and the library. This helps children to learn more about the world around them. Leaders also recognise the importance of providing experiences that children may not get at home.
- Parents and carers express their appreciation of the nursery. They value the feedback they receive, and report that they are clear about the focus for their children's learning. They describe effective arrangements for new starters, and for children as they move between rooms. Parents also report that they feel the nursery has prepared their children well for their transition to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to develop support arrangements, including engagement with specialists, to ensure children with SEND make as much progress as possible
- work with staff to develop further strategies to reduce the use of dummies so that children's communication and language skills are promoted even more.

Setting details

Unique reference number	2821722
Local authority	North Tyneside
Inspection number	10402443
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	41
Number of children on roll	48
Name of registered person	The Liversidge Group Limited
Registered person unique reference number	2821721
Telephone number	07398275681
Date of previous inspection	4 March 2025

Information about this early years setting

Jelly Babies Day Nursery registered in 2024 and is situated in North Tyneside. There are nine members of childcare staff, including the nursery manager and four apprentices. Of these, four members of staff have level 3 qualifications, one has a level 4 qualification, and one a level 5 qualification. The manager has a degree in health and social care. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday except for a week between Christmas and New Year. The nursery offers the government funded places for childcare and receives specific funding for disadvantaged children

Information about this inspection

Inspector
Jan Batchelor

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity in the outdoor area
- Children spoke with the inspector during the inspection.
- Parents and carers shared their views about the nursery with the inspector.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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