

# The Jumbles Nursery

82 Wellington Road, Edgworth, BOLTON, BL7 0EF

<b>Inspection date</b>	29/07/2014
Previous inspection date	16/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff are warm and nurturing, children have close, positive relationships with staff and this helps them feel secure and supports their emotional well-being.
- Staff develop positive relationships with parents and fully inform them of their child's progress.
- Children choose freely from a wide range of resources, this helps develop their growing independence.

### It is not yet good because

- The quality of teaching and learning is not consistent. Staff are less skilled in questioning and do not fully utilise opportunities to enhance children's learning and development.
- Monitoring of staff's practice is not yet successful in focusing strongly enough on the quality of teaching.
- Staff are less effective in identifying and addressing all hazards to children as the kitchen door is accessible from the main playroom and is not fully secured.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in all rooms and the outdoor environment.  
The inspector looked at samples of documentation including planning, staff files
- including evidence of suitability and qualifications, assessments, policies and learning journals.
- The inspector spoke to parents to obtain their views.
- The inspector undertook a joint observation with the deputy manager.
- The inspector held discussions with the deputy manager.

## Inspector

Amanda Odger

## Full report

### Information about the setting

The Jumbles Nursery operates as a limited company and was registered under new ownership in 2006. It operates within rooms on the ground floor of a detached building in the village of Edgworth, on the border between Blackburn and Bolton. All children share access to an enclosed outside play area. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 61 children on roll in the early years age group. The nursery receives funded nursery education. It is open each weekday, from 7.30am to 6pm, with the exception of Bank Holidays and three days at Christmas. The provider works in the setting and employs nine staff. All staff, including the manager, hold appropriate childcare qualification at level 3 and one holds a degree in Early Years. There is liaison with the local early years team.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- monitor the quality and consistency of teaching, so that staff respond to children's emerging needs and guide their development through purposeful, positive interactions
- ensure that risk assessments are reviewed regularly in order for identified hazards to be checked and minimised, particularly in regard to the kitchen door, so that children are protected at all times.

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

- develop staff's use of effective questioning, so that children's learning is extended and enhanced and will raise children's achievements to consistently high levels.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff provide a range of suitable resources to promote children's learning and as a result, children enjoy their time at the nursery. The nursery is bright and resources are fit for purpose and age appropriate, meaning children are occupied and can enhance their own play. Children move around the setting confidently, choose activities freely and initiate their own play. They engage in role play as they put together an aeroplane to fly to America displaying their growing imagination. Children enjoy being creative, for example, by using paints and bingo markers to make marks and express themselves. Children are keen to have a go and are given time to explore without intervention, which means they

have the opportunity to explore their own ideas. Children are happy and enjoy their time at the nursery.

Staff supervise the activities planned for children, however, opportunities for discussion and good quality questioning to extend children's learning, development and language are not always utilised. As a result, children's learning and language development is not always reinforced or developed, so they make the best possible progress. Staff complete regular observations to assess children's progress, learning and development, including the completion of the progress check for children between the ages of two and three years and termly checks for every child. However, the quality of teaching is inconsistent because planning for children's next steps is inconsistent. This means that although children are making progress, not all children are progressing as well as they could. Staff mostly support learning through planned play, for example, providing a mathematical game using a dice and a parachute and asking children to name the number on the dice. Consequently, children are learning to recognise numerals in their play.

When children start at the setting, staff gather information on their development and interests from parents; this is used to help identify their starting points. Children's assessments are available at all times and are reviewed with parents once a year at parents' evenings. Information is regularly shared between staff and parents to ensure continuity of care for children and ensure parents are fully involved in and contribute to their child's learning.

Children have access to the outdoor area, which is well resourced. They enjoy opportunities to experience larger play equipment and space to move around freely in order to develop their physical skill and spatial awareness. The large cars and scooters allow children to practise their coordination and balance, and to develop a sense of keeping themselves safe. Staff ensure that all children wear a helmet before going outdoors to promote their safety in the event of a fall. The playhouse gives opportunities for children to interact with each other and develop language and social skills; they also use their imagination and creativity during role play. Children are encouraged to feed themselves independently during meals and snacks and staff support babies and help feed those who cannot do it themselves. Older children are encouraged to use utensils properly. This encourages younger children to become independent and older children to be ready for their next stages of development and progression onto school.

### **The contribution of the early years provision to the well-being of children**

When children start at the nursery they are assigned a key person, this enables them to form secure attachments and demonstrate a sense of belonging, therefore, promoting their emotional well-being. Staff are warm, caring and nurturing and help children to settle as they are greeted on arrival and welcomed into the nursery. Additionally, parents are welcomed and staff foster warm, positive relationships with them, resulting in effective communication about their child. Younger children show they are settled and confident by approaching staff for cuddles and reassurance and staff respond warmly and caringly meeting children's personal, social and emotional needs. Children's care needs are

monitored and attended to, to ensure they remain comfortable and their individual hygiene needs are met.

Staff promote positive behaviour, which results in children behaving appropriately and enables them to confidently explore and play both alongside and with each other as they make relationships. Children feel confident to seek out staff for support when needed. Staff respond warmly and offer to help children when needed. Children have developed friendships and sometimes older children will involve younger children in their play, for example in role play. This demonstrates their caring approach to each other. During outdoor play, children climb and run freely as they learn to manage risks and develop an understanding of their own capabilities. Additionally, these skills help support children's next steps and future learning, for example when changing rooms or moving onto to school.

Fresh food is cooked for children each day. Meals are varied and children enjoy their food. Fresh fruit and milk is provided at snack time, supporting a healthy diet. Children sit together at meal times and talk to each other; this enhances their social skills and language development. However, staff do not always sit with children and opportunities for enhancing children's understanding of healthy foods, knowledge, language and social skills are missed. Staff have established care routines within the structure of the day, for example, set meal times, snack times, free play and sleep times for younger children. These routines meet children's care needs by promoting their emotional well-being and feelings of security.

### **The effectiveness of the leadership and management of the early years provision**

Staff demonstrate a suitable understanding of the Early Years Foundation Stage. Safeguarding is satisfactory. Staff are able to identify procedures to put in place in the setting to ensure children are safe, for example, passwords for picking up children and Disclosure and Barring Service checks on staff. There is a visitor sign in book and a mobile telephone and camera policy to ensure children are safeguarded. Staff are aware of the signs of possible abuse. The designated person has completed their child protection training. They ensure staff receive regular training in safeguarding and policies are circulated monthly for staff to refresh their knowledge. The setting has a comprehensive safeguarding policy including a procedural flow chart, which all staff read and sign. Therefore, staff are confident in reporting concerns and children are appropriately protected.

Safe recruitment procedures are in place. All staff have been suitably vetted and receive an established week long induction to ensure they are suitable to work with children. This includes ensuring that any staff waiting for their suitability check are not left unsupervised with children. A sufficient number staff hold an up-to-date first-aid certificate, which ensures cover is suitably provided. Ratios are maintained at all times; therefore, children are supervised appropriately and are safe in the nursery. However, although risk assessments and daily checks are completed in the nursery and staff ensure children are

supervised; children are able to access the kitchen door, which is failing to close securely. Therefore, children are at potential risk of harm. This relates to the compulsory and voluntary parts of the Childcare Register.

The effective monitoring of the education programmes is not sufficiently robust, therefore, the quality of teaching is inconsistent and consequently children do not benefit from the high standards expected in order for them to make good progress in their learning. The manager holds regular supervision meetings with staff to provide opportunities for staff to discuss what skills they need to improve, any concerns, to identify gaps in quality of provision and training needs. Quality of provision and teaching is monitored by peer observations completed by the manager and feedback is given during supervision meetings. Training needs are identified and based on both mandatory training and the staff's area of interest. Professional development is supported, for example, two members of staff are being supported in completing an early years degree to improve practice and develop skills in teaching.

Partnerships with parents are strong and positive, as daily communication and information about children is exchanged. Therefore, parents are always informed about their child's care routine and what they have done each day. All information and consents are collected and contained within the registration documents and childcare contract. Parents spoken to on the day commented on the effective communication from staff and the confidence they have in the setting. They stated that they felt their children were happy and developing well. The nursery works in partnership with other agencies to support the needs of children across all areas of learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

### To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment to ensure all necessary measures are taken to minimise any identified risk (Compulsory part of the Childcare Register)
- undertake a risk assessment to ensure all necessary measures are taken to minimise any identified risk (Voluntary part of the Childcare Register)

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY330436
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	856960
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	33
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Blackston Child Care Ltd
<b>Date of previous inspection</b>	16/04/2009
<b>Telephone number</b>	01204 853160

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

