

# Jingles Nursery

Sing Plus Centre, 53A Cambridge Road, Seaforth, Liverpool, Merseyside, L21 1EX



## Inspection date

21 May 2015

Previous inspection date

1 March 2011

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

## Summary of key findings for parents

### This provision is good

- Staff provide children with a broad range of interesting activities, spanning all areas of learning each day. They encourage children to try new experiences and be involved in cooperative play. As a result, children behave well and are interested and keen to learn, which helps prepare them well for their future learning.
- The management and staff have a good understanding of the requirements of the Early Years Foundation Stage. The premises are safe, secure and well maintained. Staff are fully aware of the safeguarding procedures. They know what they need to do to protect children should they have any concerns about their safety and well-being.
- The long-established staff team provides children with good attentive care. Warm and caring adults ensure that children are forming secure emotional attachments that allow them to be confident and at ease during their time in the nursery. Close links with local schools ensure children are supported and ready for change. This well-organised approach promotes children's well-being.
- Partnerships with parents are well established and staff regularly share information regarding children's learning and development. Prompt action is taken by staff, to assist parents to seek any additional support needed from other professionals, ensuring children receive the best possible support.
- Children are actively involved in growing and caring for a range of plants. This is helping them to gain an understanding about the needs of living things.
- Staff are adept at using real situations to consolidate children's counting skills.

### It is not yet outstanding because:

- Chances for staff to support the development of children's already good literacy skills are sometimes overlooked.
- Some of the daily routines, such as tidying up for snack, interrupt the children's independent exploration and play.

## What the setting needs to do to improve further

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

- enhance children's already good literacy skills by supporting them to develop their writing skills at every opportunity, for instance, by encouraging them to write their names on their pictures and other creative work
- refine the organisation of daily routines to allow children to pursue their learning with minimum interruptions and to be able to return to activities as they wish.

### Inspection activities

- The inspector viewed activities in the playroom and the outdoor play area. He also viewed the equipment used on the day of the inspection.
- The inspector spoke to members of staff and children at appropriate times during the inspection. He also held meetings with the nominated person and the nursery manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection, viewed feedback documents and took account of the information available for parents and staff.
- The inspector looked at children's records, planning documentation and evidence of the qualifications and suitability of staff working in the nursery. He also looked at the nursery's self-evaluation document and a range of other documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching is consistently good and staff are experienced and all suitably qualified. Planning and assessment for children's ongoing learning are well organised and consistently implemented. Staff engage parents when children first start to create a very secure base for planning for the future learning for each child. The playrooms are effectively organised and presented. As a result, children are confident and exploratory learners. They are making good progress based on their individual starting points. The small numbers of children cared for means children receive attentive care. Staff spend time with children, listen to what they have to say and respond effectively. Staff ask probing questions which encourages children to talk. For instance, children recall a visit to the park and discuss who might live in a theme park. This engages children in talking in group situations and fosters their social and communication skills. Children's literacy is promoted through stories and they are supported to find their name cards when they arrive. A very good range of tools to encourage the making of marks is freely available. Children are sometimes encouraged to make marks on the chalk board when outside. However, staff overlook regular chances to further encourage children to write their names throughout the day, for example, on their drawings.

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

Close supervision and high, but realistic, expectations from the staff mean children are given good opportunities to attend to their own needs. They learn to make decisions about their safety, such as climbing outdoors and when to jump down. On their return into the playroom, they understand the need to wash their hands. The planting and nurturing of potatoes, strawberries and herbs, are helping children to learn about their world. They explain, with conviction, that the water helps the plants to grow. Children help add waste to the compost bin and delight when they find mini-beasts, such as 'Mr Sniggles' the snail. Staff support children to work in partnership to operate the water pump. As a result, children are developing a sense of understanding the needs of others. Group activities, such as story time and snack, provide chances for children to interact with each other. However, on some occasions, activities, such as the train track, are unnecessarily tidied away. This interrupts children's independent learning and limits them returning to their chosen play, following their snack.

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

The management ensures that the staff team meet regularly each week. Appraisal and supervision are in place and regular training opportunities are sought to complement and extend staff's skills and develop the quality of teaching. The children's progress is regularly checked by the managers. All actions and recommendations from the last inspection have been met fully. There are appropriate plans for improvement in place. Displays provide a wide range of information for parents about the nursery and how activities support children's learning.

## Setting details

<b>Unique reference number</b>	503791
<b>Local authority</b>	Sefton
<b>Inspection number</b>	872293
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Seaforth Information Network Group
<b>Date of previous inspection</b>	1 March 2011
<b>Telephone number</b>	0151 285 5032

Jingles Nursery was registered in 2001. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only, from 9am to 3pm. During school holidays, a playscheme is offered Monday to Friday, from 10am to 1pm, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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