

# Jingles Nursery

53 Cambridge Road, Seaforth, LIVERPOOL, L21 1EZ



## Inspection date

7 July 2017

Previous inspection date

21 May 2015

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The nursery contributes very positively to the local community. Parents feel supported and say their children benefit hugely from the care and learning they receive.
- Children make rapid progress in speaking. Staff focus on talking with children individually or in small groups. Children's confidence grows and they quickly enjoy sharing their ideas.
- Children have plenty of opportunities to learn about the world around them. For example, they plant, grow and pick potatoes, tomatoes and strawberries. They know plants need water to grow and that they cannot eat strawberries when they are green.
- Staff prepare children emotionally for the move on to school. They invite teachers to visit children at the nursery and they talk to children about what to expect.

### It is not yet outstanding because:

- The provider has allowed staff's paediatric first-aid certificates to recently lapse. However, they can confirm their prompt attendance on a course. Using their prior knowledge, they are able to confidently explain how they continue to protect children, should they have an accident.
- Methods of supporting staff to continue to develop their knowledge and teaching skills are not thorough enough. Staff knowledge and teaching skills are not yet outstanding.
- Staff do not gather enough detailed information about what children can already do when they start the nursery.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ complete paediatric first-aid training in a timely manner	31/07/2017

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

- improve methods of performance management so that staff have a clear understanding of how they can continue to develop their knowledge and teaching skills
- find out more information about what children can already do when they join the setting, so that staff can immediately plan to help children make progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the supervisor.
- The inspector held a meeting with the nominated person and had discussions with the supervisor. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Val Aspinall

## Inspection findings

### Effectiveness of the leadership and management is good

The provider has not ensured that staff have completed paediatric first-aid training prior to their current certificates expiring. However, attendance on a course is confirmed for all staff in the very near future. Staff can confidently explain the appropriate actions to take, should a child require first aid. Training in other areas has had a positive impact on practice. For example, staff's understanding of motivating learning in boys has helped to encourage their early writing skills. Boys enthusiastically draw and write on various surfaces outdoors. Safeguarding is effective. The qualified and experienced staff team have a thorough understanding of child protection. They know how to recognise and refer children whose safety or well-being may be at risk. The management team is reflective and adapts practice to meet the needs of children and families or to develop the environment. For example, they translate documents for parents who speak English as an additional language. Managers show a commitment to improvement and a willingness to address the weaknesses identified at inspection.

### Quality of teaching, learning and assessment is good

The provider monitors children's development by analysing the assessment data that staff collect on a termly basis. All children make at least good progress in all areas of learning and some make exceptional progress from their starting points. Planning is effective in helping children to learn. Staff skilfully combine children's interests in adult-led activities which focus on what individual children need to learn next. Staff support children as they play freely. For example, they help children to count past twenty and to estimate and check how many items they have if two and then two more are taken away. Children choose to draw sharks after staff spontaneously read a story about shark.

### Personal development, behaviour and welfare are good

Key-person relationships are strong. Children are settled, happy and give staff spontaneous hugs. Outdoors, children have many opportunities to continue learning as they play. They negotiate space on scooters and bicycles, turn the large water wheel and fill containers to water the vegetables. They develop their physical skills and independence further as they peel and chop their own fruit at snack time. Children listen to staff, they line up ready to wash their hands. Children behave very well. They show kindness and empathy towards each other. For example, they show concern when a child arrives with a graze and ask how they did it. Children have high levels of confidence. They quickly engage with visitors and are keen to show them the vegetable patch.

### Outcomes for children are good

Children develop the skills they will need when they start school. They learn to recognise letters and their name, and some write their name. They develop persistence when they choose to carefully slot a hundred pegs into a board, then count and estimate the number of pegs they have. They are full of fun and show curiosity and a desire to share their ideas. They are keen to entice a snail from its shell by giving it a drink of water.

## Setting details

<b>Unique reference number</b>	503791
<b>Local authority</b>	Sefton
<b>Inspection number</b>	1091080
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Seaforth Information Network Group
<b>Registered person unique reference number</b>	RP907494
<b>Date of previous inspection</b>	21 May 2015
<b>Telephone number</b>	0151 285 5032

Jingles Nursery registered in 2001. The nursery employs three 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 from Monday to Friday, 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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