

# Jelly Tots Nursery

13 White Hart Street, THETFORD, Norfolk IP24 1AA



<b>Inspection date</b>	5 December 2018
Previous inspection date	30 November 2016

<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 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 manager is a reflective practitioner. She continually seeks ways to develop the nursery provision further. She seeks the views of parents, children and staff to help her to identify where to target improvements so that children continue to experience good-quality care and education.
- Staff make regular assessments of children's learning and development. They promptly identify where children are at risk of delay. They work closely with parents to develop targeted plans to ensure that children continue to progress well.
- Staff provide effective support for those children who speak English as an additional language. Children have opportunities to hear their home language in play. Equally, staff support children to develop their level of understanding of English words and their range of vocabulary.
- Staff supervise children closely to keep them safe. They are vigilant when they take children out for walks in the local area. Staff teach children about road safety. Children show that they understand risks. They listen carefully and follow staff's instructions.
- Children behave well. They play cooperatively together. Older children learn to negotiate with each other and to share resources. Staff praise children often for the kindness and care that they show to others.
- Staff do not benefit from individualised and precisely targeted support and training to help them to achieve high-quality teaching.
- Staff do not plan enough inspirational opportunities that enthuse and motivate children to practise their early reading and writing skills.

## What the setting needs to do to improve further

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

- focus staff support and training, taking account of staff's individual skills and knowledge, to help them to raise the quality of their teaching practice to a high level
- develop innovative and interesting opportunities that inspire children's enthusiasm to practise their early reading and writing skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery deputy manager and owner. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with several parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff and the manager demonstrate their secure knowledge and understanding of how to keep children safe from harm. Staff know how to report any concerns they have about children's welfare. The manager ensures that staff keep their knowledge of a wide range of safeguarding issues up to date. Staff understand their responsibility to report any concerns they have about those adults who work with children. Staff are deployed effectively to keep children safe and to engage them in learning. They understand how children learn and develop and continually seek to engage them in good quality learning opportunities. Staff provide children with healthy and nutritious food to eat. They keep parents informed about the food that they offer children. Parents comment positively about the nursery provision and the good progress their children make.

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

Staff know the children well. Staff who work with the youngest children give them high levels of support and continually seek to extend their learning. Staff sit quietly with children and engage them in activities. Children sort different coloured objects into groups, showing good concentration for their age. Staff name the colours for children to repeat. Staff promptly identify when children's interests change. They react to young children's non-verbal signs, such as when they show an interest in the sensory area. Older children show good levels of imagination. They make up a narrative when they play with the train track. Staff comment on what children do and add resources to keep play going. Older children communicate well with others. They confidently engage in conversations about their lives outside of the nursery.

### Personal development, behaviour and welfare are good

Children build secure attachments to staff. They quickly settle when they arrive and eagerly join in activities. Babies are reassured by familiar and friendly staff. Children are encouraged to be independent. They help to tidy away resources and to clean their plates after lunch. Older children become competent in self-care. Staff encourage younger children to have a go at small challenges, such as putting their shoes on. Staff support children when they run into difficulty and praise them for their efforts. Children enjoy playing in the fresh air. They run and take part in physical activities, such as kicking a ball to each other. This supports their physical well-being. Staff encourage children to take small risks, such as climbing steps. Babies are confident to stand unaided. Staff encourage them to take steps to help them to develop their early walking skills.

### Outcomes for children are good

Children make good progress in their learning. All children, including those children who speak English as an additional language, are confident to communicate with others. They develop good social skills and play happily alongside their friends. Children are eager and motivated learners who enjoy participating in a good range of learning opportunities. Children gain important skills to help them to be prepared for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY477989
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10085997
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	52
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Jelly Tots Limited
<b>Registered person unique reference number</b>	RP904308
<b>Date of previous inspection</b>	30 November 2016
<b>Telephone number</b>	01842 33 70 50

Jelly Tots Nursery registered in 2014. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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