

Jitterbugs Day Nursery

5 & 7 Trinity Road, Scarborough, North Yorkshire, YO11 2TD

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|--------------------------|------------|
| Inspection date | 17/09/2013 |
| Previous inspection date | 03/09/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Staff have an outstanding knowledge of the Early Years Foundation Stage. Staff are extremely skilled in using a wide range of different learning strategies to promote children's development.
- Staff provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. This is supported through an effective system where parents actively contribute to their child's learning.
- Children are highly confident and show an excellent level of independence for their age. Consequently, they show high levels of curiosity and are motivated and keen to learn in this welcoming and stimulating learning environment.
- Excellent self-evaluation and the monitoring of all aspects of practice to inform continuous improvement are rigorous. Comprehensive development plans steer exceptional practice to improve the nursery provision through setting ambitious targets that improve quality.
- Highly positive relationships with parents and carers are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

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 held meetings with the owner and deputy manager, and spoke with children and staff, including key persons.
- The inspector observed activities in all three playrooms and in the outdoor environment. Snack and lunch time and sleeping arrangements were observed.
- The inspector looked at children's folders containing observations and assessment records. The detailed weekly planning and documentation on software linked to the overall managing of children's progress was seen.
- The inspector looked at evidence of the suitability of staff to work with children, a selection of policies and procedures, and risk assessments supporting safety. The self-assessment and development plan linked to evaluating the provision was also seen.
- The inspector met with the designated safeguarding officers and looked at documentation, policies and procedures that support the nursery safeguarding procedures.
- The inspector took into account the views of parents spoken to on the day. She also took into account parents' feedback via evaluations from questionnaires.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Jitterbugs Day Nursery was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed, and is situated in Scarborough, North Yorkshire. The nursery serves the local area and is accessible to all children. It operates from two adjoining, three-storey Victorian houses. The nursery is divided into separate sections for the ages of the children attending, with other ancillary areas to support the nursery. There are enclosed areas available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, all but the two apprentices hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status, one with Early Years Professional Status and two with degrees. The nursery also employs a cook.

The nursery opens Monday to Friday all year round from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 143 children on roll, of whom 91 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. Care is provided for older children before and after school and in the school holidays.

What the setting needs to do to improve further

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

- continue to promote the excellent knowledge and superior level of understanding of how children learn.

Inspection judgements

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

The staff team have an outstanding knowledge of the Early Years Foundation Stage and use this effectively and consistently to support children in their learning and development. Their teaching is rooted in an excellent knowledge of how children learn and develop. The staff are highly motivated to deliver purposeful and developmentally appropriate, stimulating experiences and activities for children. The environment is highly engaging and contains quality resources which superbly promote children's learning through a wide range of learning experiences. The nursery incorporates different rooms for babies, toddlers and pre-school children. There are separate rooms available for the out of school

children. This ensures that resources and activities are age and stage appropriate for every child. Each section has designated areas of learning, which inspires children to become highly motivated learners. Staff in the pre-school skilfully extend children's language and thinking by modelling language and posing questions when baking, such as 'Will this be a large cake or a small cake?' while showing the children the baking tin. 'It's a small cake', answer the children. Staff show children a second cake tin and ask 'If we do them both will we have a large cake?'. Children are very clear; 'No we will have two small cakes'. This teaching strategy promotes children's understanding of size and number, extending their thinking and language skills in a practical way. Babies are supported closely as they explore a wide range of natural resources and handle soft dolls. Their curiosity deepens through using all their senses as they handle different materials and move effectively and freely around the room.

The first-class environment is bright, imaginative and significantly enhances children's learning as they freely select resources and engage in independent play. They freely access a wide range of resources to support their creative work. Children are extremely confident and self-assured, and explore their surroundings with lots of enthusiasm. Children confidently explore the sand and the pasta and oat trays as they fill bowls and tubs. Therefore, their mathematical development is supported through many activities exploring shapes, size and positional language. Older children skilfully use the computer independently to navigate their way through a programme, clicking on different icons to successfully work through on-screen activities. Babies and toddlers use activity equipment to open and close, lift flaps, and play tills and phones to press buttons and turn knobs. This provides them with the opportunity to gain an early understanding of operating technology for particular purposes effectively in their play and explorations.

The environment is rich in language with displays that exhibit children's work. For example, around the different learning areas, keywords are displayed in English and other relevant languages, encouraging children to notice text in the environment, which they can reference. Indoors they have a display of mini beasts they have made; children confidently inform the inspector they are ladybirds with black spots and bees with yellow stripes, and how many legs the spiders have. The outside area is very well organised to support children's learning, and has two areas which offer age-appropriate resources. The children enjoy accessing the outdoor area for extended periods of time on a daily basis. The nursery has developed the outdoor areas to provide many interesting opportunities for children to explore, and they experiment in the mud kitchen and observe the natural world. The covered areas allow children to freely use them in all weathers, further promoting their learning.

Staff undertake many regular and accurate observations, speak with children and identify children's next steps in their development. This becomes the focus that is used for the weekly planning of activities that inspire and challenge all children. Children's individual needs and interests from home are built into the planning. For example, younger children in the 'tweeny' room who are fascinated with babies and home play are supported by staff to develop a role play area to support their interest in looking after babies. Children enthusiastically dress up to support their role play and talk about familiar events. They imaginatively re-enact everyday life while making a meal with play food. This supports children's personal, social and emotional development. Resources in all rooms are stored

on low-level shelving and in storage units for children to freely select. Storage boxes have labelling and photographs of the contents attached. This allows children to make independent choices in their play, promotes early literacy and helps younger children when it is time to tidy up for lunch.

Robust observation and assessment procedures monitor children as they work towards the early learning goals and develop the necessary skills to support their readiness for school. Observations clearly identify the next steps in children's development as staff are highly skilled in using development stages linking to the Early Years Foundation Stage. This enables them to clearly identify children's skills and interests, and they assess if they are emerging, developing or embedded. Parents contribute to children's learning by ensuring the staff are made fully aware of children's current interests, following up the learning activities at home and commenting to staff so information can be added to the children's learning journeys.

Staff place a strong emphasis on working in partnership with parents. These are developed through excellent settling-in procedures and completing 'All about me' forms regularly. In addition, staff meet with parents to ensure they have comprehensive information about the individual needs of children. Baseline assessments which identify children's developmental starting points upon entry are completed for all children. This allows a consistent approach in supporting children's needs between home and nursery. Parents are kept extremely well informed of their child's progress through daily verbal feedback, documentation, parent evenings and newsletters. The nursery 'chatterboxes' enable parents to do age-appropriate activities at home with their children. Consequently, parents are actively encouraged to be involved with their children's learning and are well informed of their progress.

Staff recognise that some children may have additional needs, and effective planning is in place to support individual children with special educational needs and/or disabilities. Different strategies are used to support children's communication, and picture prompts are in place to support their understanding of the nursery routine. Children with English as an additional language are effectively supported, and their home language and culture is valued by the staff team.

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

The key person system is firmly embedded and helps children and parents form very positive relationships. Staff develop secure emotional attachments with the children in their care. Regular visits to the nursery provide a relevant settling-in period, and daily discussions with key persons are greatly appreciated by parents. The use of the daily diary for babies and very young children provides information for meeting well-known routines, linking home to the nursery further. Established allergy plans are used in all areas for individual children with recognised needs to maintain their well-being and ensure their individual care needs are fully met. Children are highly confident and show an excellent level of independence for their age.

The very well-organised environment offers an extensive range of play materials

developed for children's interests and abilities. This supports their current interests, enabling them to be fully motivated and highly involved in their play. For example, toddlers build towers with pieces of wood as they learn about balancing and handling objects. The baby room ensures communication and language is encouraged through nursery rhymes and sensitive staff talking to the babies during their routines and their play. This promotes positive relationships and children's engagement, stimulating their investigations and experiences in their environment with supporting familiar adults. Babies pull themselves up on low equipment and toys, to manoeuvre and explore using all their senses and physical experiences. Toddlers are well supported in using large physical play equipment by vigilant staff, who ensure the children can safely negotiate the slide. This enables them to develop control in their coordination as they practise movements and master the use of play equipment. Children repeatedly throw balls supported by staff, who help them to develop their throwing skills while learning to take turns and share. This helps children to learn about the importance of playing together positively, while learning new ways of doing things. Older children embrace movement and music, effectively demonstrating moving to music confidently and skilfully. This means children engage in their play freely, which assists their confidence and self-awareness. Children play cooperatively with others and talk confidently with visitors. For example, children eagerly discuss their favourite thing to play with.

Children's behaviour is very good in all the rooms because staff give clear messages to children about acceptable behaviour and manners. Toddlers and older children are encouraged to be independent by helping themselves to their own breakfast and snack. Children are encouraged to manage their own hygiene and personal needs relevantly, and all children are encouraged to wash their hands before food and after toileting. Snack time and lunchtime provide important opportunities for children to develop an understanding of social skills and healthy practices. A four-week nutritious menu rota offers an excellent choice of healthy options and includes vegetarian options. This provides children with the opportunity to understand the importance of a healthy diet and good eating habits.

Children are supported to think about their safety, as staff discuss using scissors and tools correctly. Safety is very well supported by staff as they complete the monthly fire practises with the children. This enables children to gain an understanding and learn about safety routines.

The nursery provides first-class support for children's move from home into the nursery, and between the rooms. Key persons support these moves by attending visits with the children to their new room to prepare them for their next stage in their learning and development. The nursery invites local schools to visit and requests visits to the school to share and discuss the changes and differences. Consequently, children benefit because the utmost support is given to prepare them for their new experiences.

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

The utmost priority is given the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding is highly effective because the safeguarding and welfare

requirements of the Early Years Foundation Stage are fully understood by the owner, named safeguarding persons and all staff. This means that children are well protected in the nursery. All staff complete safeguarding training to keep updated and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Excellent procedures and systems are in place and followed, which enhances safeguarding practice. For example, safeguarding and whistle-blowing policies and procedures are discussed at staff meetings. There are stringent procedures in place when selecting and recruiting new members of staff. The requirements for numbers of children attending and staff ratios are fully met and maintained. Parents are kept well informed about safeguarding procedures through regular newsletters and the parents' notice boards. Comprehensive risk assessments cover all areas of the premises and outings to support children's safety and security. This results in the chance of accidental injury occurring being reduced, and supports children's safety.

The management and staff team are highly motivated to offer excellent levels of care to children and families. As a result, children's learning and development are significantly enhanced. The nursery undertakes self-evaluative practice, which takes into account the views of children, parents and staff. The management team consistently analyse and self-challenge to clearly identify strengths and weaknesses. Staff work towards meticulous action plans which provide an ongoing programme of development, ensuring continuous improvement. The management team are highly supportive of staff's continued professional development, and encourage ongoing training opportunities to learn new skills and refresh practice. The leadership by the owner is inspirational and motivates the staff extremely well. Staff have a wealth of knowledge and expertise and are exceptional role models for children. Parents are extremely complimentary, saying 'I feel very confident in the care my child receives, the staff team are excellent' and 'my children enjoy the nursery and have learned so much, we are very happy with the nursery'.

Planning and assessment procedures are regularly monitored and evaluated. This ensures that staff have an up-to-date knowledge of children's progress as they work towards the early learning goals. The weekly planning is extremely flexible and is based on children's interests and individual needs. Children make excellent progress in their learning and development as activities are purposeful and developmentally challenging. They are extremely confident, self-assured and eager to learn. Children invite key persons to partake in their play, which builds children's confidence and self-esteem as staff provide positive praise and encouragement. Staff have an excellent understanding of the importance of partnership working, which ensures that children's individual needs are exceptionally well met.

The owner and deputy manager oversee the planning and implementation of the stimulating educational programme. Through observing staff practice, they monitor the effectiveness of the quality of teaching. Staff performance is monitored through staff supervision and appraisals. A commitment by the owner to the ongoing continued professional development of the staff team ensures that their knowledge is comprehensive and up to date.

The views of parents, staff and children are valued and included as part of the nursery's self-evaluation process. Parents and carers are valued as partners. The self-evaluation

process is highly effective, which contributes to them having an honest and realistic view of the setting's strengths and the areas that can be improved. They have addressed the recommendation set at the last inspection, and make continuous improvements to benefit the children.

The nursery places a strong emphasis on promoting inclusion for all children, including those with special educational needs and/or disabilities, and children who speak English as an additional language. There are effective partnerships in place with the children's centre, local school and other agencies. The nursery is highly committed to working in partnership with other professionals, such as occupational therapists and speech therapists. Therefore, the needs of all children are securely met, with any additional support they may need. Staff have developed excellent links with a number of local schools to enable the continuity of children's progress and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| 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 inspected again within 12 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

| | |
|------------------------------------|--------------------------|
| Unique reference number | 400096 |
| Local authority | North Yorkshire |
| Inspection number | 935997 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 72 |
| Number of children on roll | 141 |
| Name of provider | Linda Wood |
| Date of previous inspection | 03/09/2009 |
| Telephone number | 01723 370977 |

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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.

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