

# Jelly Tots Ltd

205 Birmingham Road, Shenstone Wood End, Shenstone, LICHFIELD, Staffordshire,  
WS14 0PA



<b>Inspection date</b>	14 May 2015
Previous inspection date	25 June 2009

<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

- The enthusiastic and highly motivated staff team place a good focus on creating a stimulating, well-resourced indoor and outdoor play environment.
- Pre-school children enjoy adult-led activities that promote their interest in shape, size, measurement and number and the sounds that letters make. This helps children to get ready for starting school.
- All staff focus well on promoting children's interest and choice, and developing their self-care skills.
- The established links with a wide range of professionals, such as health visitors, help staff to identify and effectively meet children's needs. Staff develop very positive relationships with parents and work in partnership with them to promote continuity in children's care and learning.
- Children thrive because their emotional well-being, safety and good health is fully promoted and safeguarded.
- The well-qualified manager is an effective leader. She provides good quality ongoing support, mentoring and coaching to staff. Staff attend regular training events and they are supported to undertake further professional qualifications. This helps staff to continually improve their knowledge, understanding and practice.

### It is not yet outstanding because:

- Staff do not make the most of all opportunities to help children achieve their individual next steps in learning.
- Staff do not capture all opportunities to extend children's understanding of the world.

## What the setting needs to do to improve further

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

- enhance opportunities for children to make rapid progress in their learning by ensuring staff focus more sharply on helping children to achieve their next steps in learning as they play and take part in all activities
- enhance opportunities for children to extend their understanding of the world, for example, by making more visits into the local community.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector looked at children's records, a record of staff's Disclosure and Barring Service checks and a range of other documentation, including policies and procedures and self-evaluation.

### Inspector

Christine Armstrong

## Inspection findings

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

Staff create a highly stimulating play environment that reflects children's interests. This helps children to make good progress in their learning and development across the seven area of learning. Children develop a high sense of independence and confidence. They are stimulated and motivated to initiate their own play and follow their own interest. Very young children learn to explore and experiment; play imaginatively and creatively. They experiment with light, sound, movement and texture in the sensory room. Staff understand the great benefit to be gained by children spending lots of time playing outdoors. Children become more active working on a larger scale than indoors, using natural and recycled resources. They learn about nature and develop a sense of adventure as they explore in the mud kitchen, outdoor classroom and nature area. Staff are effective in promoting children's communication and language skills. They talk to children about what they are seeing and doing. They make good use of singing and storytelling and small circle group times and topics, to extend children's vocabulary and critical thinking. Children who speak English as an additional language reach a good standard of spoken English. Staff plan a weekly activity that is focused on helping their key children to achieve good progress in their next steps in learning. However, staff do not always focus on promoting children's next steps in learning when they play alongside children or lead other activities.

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

Staff place a high focus on promoting children's health and safety and making sure that children develop a secure sense of well-being. Children are given time to become confident with their key person and new environment when they first start and move rooms. Children learn how to help each other, wait their turn and share resources, which helps them to develop friendships. Staff create a strong sense of belonging and community for children. Parents are welcomed into the setting and invited to share information and photographs to reflect children's home and cultural experiences. This helps children to learn about and value diversity. However, staff do not take children to visit different parts of the local community to help to extend children's understanding of the wider community.

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

The leadership team has aspirations to provide the very best quality care and learning for children. Self-evaluation and checks on performance are continuous and robust and take into account parents and children's views and best-practice guidance. The manager knows what areas of practice she needs to develop to achieve the highest quality in care and learning for children. She is on track to achieve this with a number of well-targeted action plans in place. Robust arrangements ensure that staff are suitable to work with children. Staff understand signs of abuse and know what to do to ensure children are protected.

## Setting details

<b>Unique reference number</b>	EY385732
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	873904
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	59
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Fiona Jackson and Amanda Priddey Partnership
<b>Date of previous inspection</b>	25 June 2009
<b>Telephone number</b>	01543 481894

Jelly Totz opened in 2009 and is privately owned and managed. It is situated in Shenstone Woodend, Staffordshire. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays and a week at Christmas. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently 11 staff working directly with the children. Of these, one holds an appropriate early years qualification at level 4, one holds a qualification at level 2 and all other staff hold a qualification at level 3. The manager also holds a level 3 management qualification and all room leaders hold a level 2 team leader qualification. The setting employs two cooks.

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