

# Inspection of Jellytots Pre-School

Brookfield School, Cartwright Drive, Shaw, Swindon, Wiltshire SN5 5SB

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Inspection date: 23 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily arrive at this nurturing pre-school. Kind, caring staff welcome them. Children develop their independence as they hang up their belongings, find their name card and place it on the registration board. They then find a space to sit ready for morning circle time. Children confidently say 'good morning' to their friends and staff. They discuss the weather and their day ahead. Children learn the 'sound of the week' and make links between the sound and words. Children engage well and develop their language skills.

Staff are fun and approachable. Children build secure relationships with them and demonstrate they are safe and secure in the pre-school. In the garden staff initiate a game. Children giggle with excitement as they run from the 'sharks'. Children use their physical skills to balance and climb on the climbing frame, so they don't fall into the 'water'. Staff model play and entice children to join in. Children flourish with the attention staff provide them.

Children learn how to care for animals and watch them grow. Children attentively tend to the pre-school chicks. They watch them play. Staff discuss with the children what the chicks need to stay healthy. Children share they need food and warmth. Staff praise children for their answers. Children smile happily, showing how proud they feel.

## **What does the early years setting do well and what does it need to do better?**

- The manager and her team work very well together. They regularly discuss the children they support, their ideas and plans. Staff morale is high. They share that they are very well supported. As a result, children are happy and settled. Staff provide a high-quality learning environment that they centre around the children's interests and needs. Children are well prepared for their next stage of learning.
- Staff have high expectations for children's behaviour. Children are aware of the pre-school 'rules'. They are very respectful of their friends and play well together. Children make patterns with pegs and peg boards. They concentrate intently as they develop their fine motor skills. When other children attempt to join in, children say 'would you like to help me?'. Children are accepting of others and invite them to play.
- Children with special educational needs and/or disabilities (SEND) and those where English is not their first language are very well supported. Staff work closely with parents and outside agencies to ensure the transition into the pre-school is successful. Staff use audio books with pictures and other visual aids to support children's understanding. Children are happy, settled and make good progress.

- Parents speak highly of the kindness and support they receive from the staff team. They are well informed of what their children are learning and say they have made good progress. Parents of children with SEND state that the staff have made a 'life changing' difference to them and their children. Families are very well supported.
- Children excitedly engage in music and movement. They develop their maths, and listening and attention skills. Staff ask children to select two others to join their dance. Children hold hands and skip to the song. Children mostly participate well. However, on occasion staff do not support children to fully engage and follow the next steps of the activity. Children therefore, are not always aware of what is happening and how to engage successfully.
- Staff foster children's love of books. Children intently listen to a story about animals. Staff identify that children like the book because it uses rhyming words. The children develop their recall when staff encourage them to predict what might happen next in the story. Children are keen to share their predictions. They excitedly fill in the gaps of the rhyming words. Staff finish the story and ask children to tell them about it. Children become confident to join in, share their ideas and what they have learnt.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong focus on safeguarding throughout the pre-school. Staff make children aware of new people in their environment and reassure them it is ok to speak to them. The manager and her team are aware of the signs and symptoms that maybe an indicator a child is at risk of harm. They are aware of the procedure to follow should they need to report a concern about a child. Staff know how to report any worries they may have regarding a colleague. The team provide a safe and secure environment for children to play and learn.

## What does the setting need to do to improve?

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

- improve the support provided by staff during group activities to ensure that all children are able to engage successfully.

## Setting details

<b>Unique reference number</b>	109042
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10276329
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Jellytots Playgroup (Shaw) Committee
<b>Registered person unique reference number</b>	RP908431
<b>Telephone number</b>	0791 3444 096
<b>Date of previous inspection</b>	12 July 2017

## Information about this early years setting

Jellytots Pre-School registered in 1988. It operates from within the grounds of Brookfield School in Swindon, Wiltshire. The pre-school is open Monday to Friday from 8.45am to 11.45am and 12.30pm to 3.30pm, during school term times. The pre-school provides funded free early education for three- and four-year-old children. The pre-school employs five members of staff. The manager has a foundation degree and the four other staff members hold a recognised level 3 early years qualification.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while at the pre-school.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observation of group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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