

Inspection of Jelly Tots Pre-School

Eastcote Community Centre, Southbourne Gardens, Ruislip HA4 9SQ

Inspection date: 3 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive at this welcoming pre-school with big smiles, ready to start their day. Staff are sensitive to their needs. For instance, they quickly notice and respond when children need a reassuring cuddle to help them settle. This supports children to feel secure and build affectionate relationships with staff. They are confident to ask for help and delighted when staff join in with their games. Staff teach children about good hygiene and safety. They praise children's positive behaviour, such as when they share toys or help to tidy up, so that children are eager to do well. Staff ensure that the resources and activities reflect children's interests and the things that they enjoy. This ignites children's curiosity and draws them to the activities. They focus well and thoroughly enjoy their learning.

Leaders and staff want children to achieve all that they can. They monitor their progress closely and ensure that they receive targeted support where needed. For example, children benefit from focused small group activities, which support them to develop their attention and listening skills. This proactive approach helps all children, including children with special educational needs and/or disabilities (SEND), to make good progress in readiness for starting school. Leaders use funding for children with SEND effectively, to provide additional resources and support which further enhance their learning.

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

- Leaders and staff know the children well. They plan a broad range of experiences, to foster children's progress in all areas of learning. Overall, they deliver an ambitious curriculum, to support children's next steps in learning. For example, staff provide lots of activities which require children to use their hands, such as playing with dough and cutting with scissors. This helps children to strengthen and coordinate their small muscle movements, in readiness for learning to write.
- Staff demonstrate a good range of teaching skills. For instance, they are particularly effective at supporting children's communication and language development, such as by simplifying speech and modelling new vocabulary. Staff also use sign language, to aid communication for children who are developing their speech or learning English. This helps all children, including those with SEND, to express themselves and understand what is expected.
- In general, staff provide effective guidance for children throughout the day, to help them follow routines and behave well. However, on occasion, staff do not always think fully about how they can extend children's learning further. For example, as children come in from the garden, staff remove their coats and pick up any discarded clothing, rather than promoting children's independence and sense of responsibility.

- Staff have a welcoming and inclusive approach, which helps all children to feel valued. For instance, they ensure that children who speak English as an additional language have opportunities to hear and use their home languages as they play. Staff teach children about other communities and ways of life, such as by learning about a range of cultural and religious events throughout the year. This supports children to develop a positive appreciation of their similarities and differences.
- Overall, staff promote healthy lifestyles for children. For instance, they provide fresh fruit at snack time and ensure that children spend time outdoors daily. However, staff do not always plan well enough to help children fully understand the benefits of regular exercise and healthy food choices.
- Parents say that their children thoroughly enjoy their time in the pre-school and comment on their strong bonds with the staff. They appreciate information about the learning activities and their children's progress, which promotes consistency between home and the pre-school. Parents say that their children make good progress, particularly with their language development and social skills.
- Leaders ensure that staff receive good support and supervision, to promote their personal well-being and professional development. Staff describe effective teamwork and speak enthusiastically about their professional goals and ongoing training. For example, a recent workshop has inspired them to reflect on issues that affect children's behaviour. Staff attend mandatory training, to help them provide a safe environment for children and protect them from harm and abuse.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to improve teaching during some parts of the daily routine, to ensure they consider children's differing abilities and maximise the opportunities for learning
- further develop the curriculum relating to healthy lifestyles, to help staff provide clearer and more consistent messages about exercise and healthy eating for children.

Setting details

Unique reference number	EY536492
Local authority	Hillingdon
Inspection number	10351716
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	26
Name of registered person	Jelly Tots Pre-School Committee
Registered person unique reference number	RP530804
Telephone number	07940380408
Date of previous inspection	9 October 2018

Information about this early years setting

Jelly Tots Pre-School registered in 2016. It is situated in Eastcote, in the London Borough of Hillingdon. The pre-school is open Monday to Friday from 9.30am to 1.15pm, during term times only. The provider employs eight staff, seven of whom hold early years qualifications at levels 2 or 3. The pre-school offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The assistant manager and deputy manager showed the inspector around the premises, they explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with the assistant manager.
- The assistant manager and deputy manager met with the inspector to discuss leadership issues, such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents and staff shared their views with the inspector at appropriate times during the inspection. The inspector also observed and spoke to children, to help assess their experiences in the pre-school.

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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