

# Jolly Giraffes Day Nursery

16 Station Lane, Woodlesford, Leeds, West Yorkshire, LS26 8RA



## Inspection date

31 August 2016

Previous inspection date

5 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the 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

- Managers have worked closely with staff and local authority advisers to make the necessary improvements since the last inspection. They are committed to continually evolving their service and gather comprehensive feedback from parents, staff and children. This helps to ensure that planned developments are relevant and improve outcomes for children.
- Teaching is consistently good, with some outstanding elements. Managers use meticulous tracking systems to monitor the progress of different groups of children. They carefully analyse this data and use it to plan interventions and close any gaps in children's learning.
- Partnerships with parents and other settings are exemplary. Staff use highly effective communication methods to exchange information and promote a shared approach to children's care and learning.
- Staff have created a friendly and welcoming environment. The key-person system is facilitated well and children have strong bonds with staff.

### It is not yet outstanding because:

- At times, staff do not fully consider the size of the group when completing routine tasks, such as handwashing. This means that children wait too long and sometimes become distracted.
- Occasionally, staff do not provide sufficient time for young children to process their thoughts and answer questions.

## What the setting needs to do to improve further

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

- consider further ways to minimise children's waiting times during routines and prevent them from becoming distracted from their good learning
- enhance questioning skills that provide more time for children to process their thoughts and formulate responses.

### Inspection activities

- The inspector observed the quality of teaching during activities in all playrooms and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The setting employs well-qualified staff who have an overall secure knowledge of how children learn. Managers use a variety of methods to efficiently supervise, train and mentor staff, in order to support their continued professional development. This helps to ensure that teaching is of high quality and staff are clear about their roles and responsibilities. There is a strong culture of partnership working which is evident throughout the setting. Staff work very closely with other professionals to support children who have special educational needs or disability. They have established excellent links with feeder schools and work collaboratively with them to ensure that transitions are smooth. The arrangements for safeguarding are effective. Robust recruitment procedures are implemented and staff are fully checked and vetted. Staff consistently follow the setting's stringent health and safety policies. They are trained well in child protection issues and know how to report concerns. This helps to ensure that children are safe and protected from harm.

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

Staff complete accurate observations and assessments to find out what children already know and can do. They use information gathered from parents and other providers to plan precisely for children's future learning. Staff are attentive and enthusiastically involve themselves in children's play. They encourage children to count, identify shapes and categorise items by size. This helps to promote children's mathematical skills. Babies and young children are inquisitive. They confidently explore a variety of interesting resources and enjoy using their hands and fingers to experiment with paint. Older children play imaginatively and pretend to go shopping. Staff skilfully encourage them to write for different purposes and help them to evolve their storylines.

### Personal development, behaviour and welfare are good

Staff spend time getting to know children and their families and use their in-depth knowledge of each child to individualise care routines. They consistently praise and reward children's good behaviour and deal with minor disputes swiftly. Consequently, children understand the setting's rules and boundaries and behave well. Staff provide nutritious meals and snacks which help to support healthy lifestyles. Children are physically active and regularly play outdoors in the well-equipped garden. They thoroughly enjoy mixing and transporting soil as they pretend to prepare food in the mud kitchen. Staff complete thorough risk assessments and daily safety checks to ensure that the premises are hazard free.

### Outcomes for children are good

Children make good progress in their learning and are acquiring key skills in readiness for school. They have positive attitudes to learning and become engrossed in activities of their choosing. Overall, staff expertly aid children's perseverance and help them to solve simple problems independently. Children are sociable and very confident. They initiate conversation with others and confidently ask questions to acquire new knowledge.

## Setting details

<b>Unique reference number</b>	EY298138
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1048115
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	61
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Jolly Giraffes Day Nursery Limited
<b>Registered person unique reference number</b>	RP906937
<b>Date of previous inspection</b>	5 April 2016
<b>Telephone number</b>	0113 205 9449

Jolly Giraffes Day Nursery was registered in 2004. The setting employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with early years professional status and two with qualified teacher status. The setting opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two, three- and four-year-old children.

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