Inspection of Jelly Babies Day Nursery

Weymouth College, Cranford Avenue, Weymouth, Dorset DT4 7LQ

Inspection date:	24 September 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival. They greet their friends and engage with activities of their choosing. Staff know children's interests well and use these when setting up activities. For example, babies are keen to start playing with toy dinosaurs. Staff play alongside them, narrating their play.

There is a clear intent for the curriculum. Staff plan curriculum priorities and themes for children that are consistent across age groups. They support children's individual next steps in learning well. Staff promote babies' independence well. Toddlers learn to make choices in their learning. Pre-school children develop skills of collaborative play as they develop skills of sharing and taking turns with resources.

Staff are attentive. They are kind and are good role models. Staff teach children about patience and teamwork. They take time to prepare children for changes in routine. Staff shake bells to indicate when it is almost time to tidy up. This helps children to manage transitions with confidence. Children enjoy working with their friends when tidying up and show real pride in their learning environment.

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

- The curriculum builds on what children already know and can do. Staff accurately identify what children's next steps in learning are. Key persons are clear about how they can support children to progress well and achieve these targets. However, parents and carers are less clear about these next steps as staff do not consistently share strategies on how they can best support their children's learning at home.
- Leaders provide good support to staff to help all children receive the support they need to make good progress. Staff are ambitious for all children. They are swift to seek guidance from outside support agencies when they feel children will benefit. Children with special educational needs and/or disabilities (SEND) take part in targeted communication and language teaching from staff who are 'communication champions' for the nursery. They make sure that children who require further speech and language therapy from specialists receive the right support at the right time.
- Staff's interactions value each child and build on their skills and interests. Staff support older children's communication and language development particularly well. They model language, introduce new vocabulary and teach children to listen to and respect each other. For example, as young children enjoy discussing the weather, staff support them to listen well to the ideas of their friends, as well as sharing their own thoughts. However, staff working with babies do not consistently support, target and scaffold their communication and language skills

and social skills as effectively when they play.

- Staff support children's physical development well. Staff teach children how to assess risks. Older children develop their balance, control and coordination as they explore the climbing frame, jump off wooden logs and play on balance rockers. Babies develop whole body control as they walk around furniture and stretch and bend as they explore the sandpit toys. Children enjoy learning outside. However, staff do not support children to develop self-care strategies for outside play. For example, staff do not ensure that children have their coats on. At times, this has an impact on children's focus and engagement as they play, such as when they declare they are 'too cold'.
- Children enjoy sociable snack times. Staff promote older children's independence well. Children enjoy selecting their own fruits and vegetables and pouring their own milk. However, staff do not promote babies' independence as well. For example, they provide drinking vessels that are not always age- and stage-appropriate for babies. This limits babies' independence.
- Staff support children's creativity to flourish. Older children enjoy taking part in drama sessions. They show confidence as they sing action songs and repeat parts of familiar rhymes. As children enjoy a song about gardens, their imaginations ignite. They are excited when staff use a fan so children can feel wind in their face, a water spray to experience rain and shaving foam to represent snow. Children cheer in delight as they clap the snow off their hands.

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:

- share children's next steps in learning more consistently with parents so they can support their children's learning at home
- refine targeted teaching strategies for babies so staff consistently provide support and guidance for them as they play
- develop strategies for promoting self-care so children are well prepared for outside play opportunities that they can fully engage with
- assess the resources used with children to ensure that they are appropriate, have purpose and promote good learning opportunities for children.

Setting details

Unique reference number	140994
Local authority	Dorset
Inspection number	10407817
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	72
Name of registered person	Weymouth College Governing Body
Registered person unique reference number	RP522914
Telephone number	01305 764836
Date of previous inspection	20 January 2020

Information about this early years setting

Jelly Babies Day Nursery registered in 1992. It is situated in the grounds of Weymouth College, Dorset. The nursery provides government-funded childcare. It is open all year round, from 7.45am to 5.30pm, Monday to Friday. The nursery employs 11 members of childcare staff. The manager, deputy manager and one other staff member hold early years professional status and eight staff members hold childcare qualifications at level 2 or level 3.

Information about this inspection

Inspector
Shirley Evel

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector spoke to the children to find out about their time at the nursery.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector and the manager carried out joint observations of group activities.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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