

Jelly Beans Pre School

St. Helens C of E Primary, The Green, Churchtown, PRESTON PR3 0HS



Inspection date	16 November 2018
Previous inspection date	26 February 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The ambitious manager and committee lead a highly motivated and enthusiastic staff team. Together, they provide an outstanding service for children and their families. Parents are extremely happy with the exciting activities that staff provide for their children. They comment that their children excel in the pre-school.
- Children thrive in this first-rate pre-school. Staff interact purposefully and engage children exceptionally well in extremely well-thought-out play and learning opportunities. They organise the environment indoors and outdoors superbly to help to promote all areas of learning. All children demonstrate very high levels of involvement in their learning and play.
- The manager monitors the progress made by individual and groups of children meticulously. She identifies when children need additional help and ensures that they receive precise and targeted support to close achievement gaps swiftly. All children, including funded children and those with special educational needs and/or disabilities, make rapid progress from the outset.
- Staff use superb methods to help children to feel valued and successful. For example, children are extremely keen to receive the 'Jelly Bean of the week' award for their positive contributions to the pre-school. Their achievements in learning are shared with other children, parents and the local community. This helps children to develop an exceptional sense of belonging.
- Children form incredibly strong bonds with staff. They are extremely polite, immensely kind to each other and they behave impeccably.
- Children have an excellent understanding of how to identify risks and keep themselves and others safe. For instance, staff involve them in completing daily risk assessments. They discuss possible hazards and how to reduce or eliminate the risk. Children expertly check the environment and demonstrate sheer pride in taking on important responsibilities.

What the setting needs to do to improve further

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

- continue to embed the excellent strategies devised to support boys' communication skills.

Inspection activities

- The inspector took a tour of the pre-school with the manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager and nominated individual. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector completed an evaluation of an activity with the pre-school manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector
Daphne Carr

Inspection findings

Effectiveness of leadership and management is outstanding

The manager is passionate about developing the skills of staff and they receive regular training to update their knowledge. She guides staff expertly, carrying out daily observations and evaluations of their practice. This has an extremely positive impact on the overall effectiveness of the pre-school. The manager places a very sharp focus on promoting the communication skills of boys. She has plans in place to enhance their learning in this area even further. Self-evaluation is rigorous and highly focused. Areas for improvement to the pre-school are gathered collectively between committee members, staff, parents and children. Safeguarding is effective. Staff have an excellent understanding of child protection procedures and know to act swiftly to promote children's welfare.

Quality of teaching, learning and assessment is outstanding

Well-qualified staff are deeply passionate in their role. They have an excellent understanding of assessing children's development to identify what they need to learn next. Partnership working with parents is outstanding. Parents are deeply involved in their child's assessments from the very start. Staff use these especially well to match activities precisely to individual children's interests and help them to settle very quickly. Parents receive very regular updates, such as through daily discussions and parents' meetings. Staff promote equality of opportunity throughout their practice effortlessly. All children are extremely confident to have a go, make suggestions and test out their predictions. They demonstrate that they will keep trying if they are not successful the first time in their efforts.

Personal development, behaviour and welfare are outstanding

Staff establish extremely positive relationships with other early years professionals. For example, they routinely visit other settings that children attend to observe their play in different environments. Staff use information shared with other professionals incisively to help to provide excellent consistency in children's care and learning. For example, they plan exciting music sessions to help children to express themselves through movement and gain superb levels of confidence. Children develop excellent physical skills. For instance, they very skilfully work out how to position guttering on stands to propel balls down. They test out how fast the balls can travel into the buckets below. Children whoop for joy when they discover how quickly they roll. They repeat the activity over again, taking turns with each other and demonstrating a superb can-do attitude.

Outcomes for children are outstanding

Children develop excellent mathematical skills for their age. For example, they are confident calculators who skilfully complete simple sums. Children make estimations and then test their accuracy. Children develop excellent reading and writing skills. For example, they identify their names as they sign themselves in every day. Children write letters to their parents and learn to include an address on the envelope. Children understand the days of the week, months, the season and the year. They take turns daily to check the weather and report back to the group, stating proudly, 'It is cloudy and windy'. Children are exceptionally well prepared for starting school.

Setting details

Unique reference number	EY236088
Local authority	Lancashire
Inspection number	10070879
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Jelly Beans Pre School Committee
Registered person unique reference number	RP520790
Date of previous inspection	26 February 2015
Telephone number	07968346776

Jelly Beans Pre School registered in 2002 and is situated in Churchtown, Preston. It employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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