



## Jumping Jelly Beans

Inspection report for early years provision

<b>Unique Reference Number</b>	EY292363
<b>Inspection date</b>	28 June 2005
<b>Inspector</b>	Dinah Round
<b>Setting Address</b>	St Pauls Church Hall, Culliford Crescent, Poole, Dorset, BH17 9ET
<b>Telephone number</b>	01202 699807 and 0770 883 9918 (mob)
<b>E-mail</b>	
<b>Registered person</b>	Deborah Marie New-Maycock
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Jumping Jelly Beans opened in 2004. It is a privately run group that operates from the hall of St Paul's Church, in Canford Heath. Children have access to an enclosed outdoor area. The group serves the local and surrounding areas.

The group is registered to provide places for 26 children aged from two to five years. There are currently 34 children on roll, of these, 11 are receiving nursery education funding. The group is open Monday, Tuesday and Friday between the hours of 09:00

to 15:00, and Thursdays 09:00 to 12:30, term time only. Children attend for a variety of sessions. The group supports children with special needs and those for whom English is an additional language.

A team of five staff work with the children. Three of the staff have an early years qualification and one member of staff is currently working towards a recognised qualification. The group receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are protected from the risk of cross infection due to the regular routines and procedures followed by staff. For example, tablecloths provided for lunch time. Children are familiar with the routine for washing hands. They independently use the bowl and paper towels provided during messy activities.

Children health is sufficiently promoted by the variety of snacks provided. They enjoy fruit and biscuits, and have access to drinking water at all times. The group take account of the wishes of parents and children's preferences. They comply with individual dietary needs to ensure children remain healthy. However, children do not fully understand the reason why they need to follow a healthy diet, as it is not explained to them by staff.

Children engage in physical activities on a daily basis, which helps promote their physical development. They have use of both indoor and outdoor play areas. Children show good control when running, stopping and balancing bean bags, during the different events during their Sports Day practice. They have some opportunities to develop their climbing and balancing skills during occasional visits to the local park. Children use a range of small tools and equipment with good control, which helps develop their fine motor skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children's safety is generally well maintained. Regular risk assessments, and daily safety checklist ensures that risks are identified and addressed before children arrive. Although this is not consistently applied during some of the activities. For example, the sand on areas of the floor and in the home corner, presents a potential risk to children. Children are not always made aware about moving safely around the room, such as, when running to the activities. Therefore, this does not increase their understanding of how to keep themselves safe.

Children remain secure due to the effective security arrangements and procedures. For example, staff supervise exits during arrival and collection times, and a password system ensures they are only collected by an authorised person.

Children have access to a satisfactory range of resources. These are appropriate for the age and stage of development of the children. Children make some choices about their activities, but opportunities to promote independent access to resources is limited.

Staff have a clear understanding of child protection procedures and their responsibilities, which means children are well protected.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are settled and enjoy coming to pre-school. Staff have a friendly and gentle approach to the children, which helps them feel secure. Children who are new or less confident are helped to settle by staff, who are sensitive to their individual needs.

Children have access to a satisfactory range of activities, which are sufficiently well laid out to offer separate play areas. Staff have recently incorporated the Birth to Three Matters framework into the weekly planning of activities, to help them focus on the needs of the two to three year olds. However, the younger children do not fully benefit from group times as they are often expected to sit for quite long periods of time. For example, they quickly lose interest in a group story geared to the older children.

### **Nursery Education**

The teaching and learning is satisfactory.

Staff are familiar with the Foundation Stage, and children are making satisfactory progress towards the early goals. Clear planning is formulated which covers all areas of learning. Children are provided with an adequate range of activities and experiences. However staff do not fully extend children's learning or provide sufficient challenges for more able children.

Relationships between adults and children are good. Staff use regular praise and encouragement, which promotes good behaviour. Children respond well to the staff's reminders to use their 'listening ears' when getting children's attention during registration.

Children are confident and settle into the group well. They take responsibility for their own personal care, for example, independently washing and drying their hands after creative activities. Children communicate clearly, happily sharing their experiences with others. They have regular access to books and enjoy listening to stories, for example, they join in the actions with enthusiasm during the 'Going on a bear hunt' story. Children have some opportunities to use mark making materials, therefore helping develop their emergent writing.

Children are learning to count through planned activities and nursery rhymes. For example, they enjoy singing 'eight pretty flowers sitting in a pot'. However there are limited opportunities to encourage children to use counting and simple problem

solving in everyday situations, such as, at snack time.

Children have regular access to use technology, and many do so with good control, for example, children learn how to operate the till in the flower shop. They learn about past and present events as they enjoy looking at the photographs of themselves as babies.

Children use their imagination well in their role play, for example, they enjoy buying flowers from the flower shop. They have sufficient opportunities to explore a varied range of materials to develop their senses, for example, sand, paint, gloop. However creative activities do not provide opportunities for children to initiate their own ideas.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are welcomed into the group by staff which creates a sense of belonging. Staff liaise closely with parents to make sure children's individual needs are considered. For example, staff identify a particular routine to help raise children's understanding of the expectations at circle time. Younger children do not always benefit from the organisation of group times, for example, during story time they lose interest and occupy themselves with toys close-by. Children's awareness of their own community and the wider world is developed through the reasonable range of resources reflecting positive images of diversity.

Children are generally well behaved and are aware of the ground rules. They show a satisfactory understanding of the needs of others, such as, one child happily changes chairs so two friends can sit next to each other. Children learn to share and take turns as they pass round the trays of food at snack time.

Staff have good relationships with parents. The regular newsletters, and daily exchange of information keep parents clearly informed about the provision and activities. Clear children's record forms and questionnaires means the necessary information is obtained, which contributes to the children's needs being met. Partnerships with parents is good. There are effective systems in place to keep parents well informed about their child's learning. For example, individual play plans are regularly shared with parents to discuss their child's progress.

Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is satisfactory.

The room is adequately laid out to provide separate areas for the different activities, and children are able to freely choose activities from the resources selected by staff. However the organisation of large group activities is not effective in ensuring all children are able to fully participate.

Overall, the nursery meets the needs of the range of children who attend.

Leadership and management is satisfactory. There are clear policies and procedures in place to effectively support the running of the group. Clear recruitment and vetting procedures are followed, which contributes to the children's well being and safety. Staff are clear of their roles and responsibilities and work together well as a team. This promotes a secure and settled environment for children. One staff member is currently attending a recognised childcare course, and staff have identified a need to update their knowledge on the Foundation Stage Curriculum. The group receive support from the Local Authority for on-going development.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration in September 2004 there has been one complaint which related to the National Standard 6; Safety, relating to use of an open plan car park as an outdoor play area.

This was investigated by the registered person, who reported back to Ofsted, giving an assurance that the car park is no longer used. Ofsted is satisfied that the National Standards are being maintained.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review organisation of activities to make sure risks to children are minimised, and increase opportunities to help children understand about keeping safe.
- review organisation of group times to make sure they are effective in meeting the needs of all children.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend children's learning, and increase opportunities to further challenge children and help them build on existing skills.
- increase opportunities for children to use numbers and simple problem solving in everyday situations, and initiate their own ideas in creative activities.

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