

Jumping Beans Pre School

Inspection report for early years provision

Unique Reference Number	EY364006
Inspection date	30 June 2008
Inspector	Fran Fielder
Setting Address	Parklands Infant School, Brassey Avenue, Eastbourne, East Sussex, BN22 9QJ
Telephone number	01323 502862
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Registered person	Jumping Beans Pre-School
Type of inspection	Integrated
Type of care	Sessional 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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jumping Beans Pre-school is a committee run provision and was registered in 2008. It operates from rooms within Parkland Infant School. The pre-school has access to a classroom, separate toilet facilities and an enclosed garden. The children also have access to the school grounds and some of the school facilities. The pre-school is registered to care for a maximum of 25 children at any one time. The pre-school is open weekdays from 08.45 until 11.45 and from 12.30 until 15.00 during term time. Children attend for a variety of sessions.

There are 46 children on roll. Of these 38 receive funding for nursery education. The group makes provision for children with learning difficulties and/or disabilities and for children who speak English as an additional language.

There are seven members of staff who work with the children and of these, five hold a relevant qualification and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where they learn the importance of good personal hygiene. Effective daily routines and the staff's own good practice prevent cross infection. Children understand how to keep themselves clean by brushing their hair and washing their hands. There are notices to remind children to wash their hands after using the toilet. They know that washing their hands before eating prevents the spread of germs.

Snack time is a social event when children chat to staff and each other. Parents supply fruit for snacks and the pre-school provides toast or crackers. Children have a choice of milk or water to drink. This ensures a balanced diet and helps children develop healthy eating habits. Staff take into account all dietary needs to ensure children remain healthy. All accidents are recorded and parents informed ensuring continuity of care.

All children benefit from free access to a spacious outdoor area allowing them to enjoy plenty of fresh air. As well as being able to run around and play on a range of equipment, children also enjoy outdoor activities that support learning in all areas. They can read in the tent, visit the pond, plant seeds, draw and play mathematical games. Children are beginning to understand the changes that occur in their body after physical games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff organise space well to allow children to move safely from one activity to another. Informative posters, labels and children's work make the room welcoming for all. Beanbags and a play tent give good opportunities for children to relax or read in comfort. Children choose freely from a wide range of good quality toys and resources. These are stimulating and appropriate for the children's age and stage of development. Staff check all items as they are used to ensure they are safe and cannot harm a child.

The premises are secure and regular fire drills ensure staff and children can evacuate the building quickly in the event of an emergency. Good staff interaction means children learn about safety procedures such as not running indoors. Regular risk assessments and daily checks enable staff to identify and minimise any potential hazards.

Staff have a good understanding of the signs and symptoms of abuse and regularly attend training. They know the procedures to follow if they have any concerns about a child in their care. This promotes and safeguards children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and independent. Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. Children enjoy very good relationships with staff and each other. They learn important social skills, such as sharing, being well mannered and being kind. Staff give children reminders about how much time is left before they need to clear away toys. This allows children time to finish what they are doing.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of how children learn through play and exploration. Children have a free choice of a good range of activities. Although the children enjoy the activities, not all are based on children's interests. Staff plan a well-balanced curriculum that gives equal weighting to all areas of learning. Although staff make regular, valuable observations and assess children's stage of learning, it is unclear how these link to the planning and how they provide a fully secure record of achievement.

Staff are good role models. They are polite to children and adults. As a result, children say 'please', 'thank you', 'pardon' and excuse me at appropriate times. Staff help children make connections between different areas of learning by reading stories, such as 'Lazy Ozzy' that include a range of farm animals and children spend time discussing the size and shape of the animals.

Children confidently make decisions about the activities they wish to pursue. They concentrate well and spend time planning and revising train track layouts. They work collaboratively to create large wall displays. They sing along with the music that plays in the background as they busy themselves with various tasks such as building towers or making patterns. Staff ask some good questions to test children's ability to listen and recall recent events.

Children love stories and sit spellbound as talented staff read or retell stories in an enthusiastic and engaging manner. Children join in making the sound effects as they listen to the story of 'Goldilocks and the Three Bears' retold using puppets and props. Children speak confidently and receive stickers for writing their name on their work. This helps develop a positive attitude to learning.

Staff make good use of incidental situations to introduce mathematical language. As children build towers, staff talk about size and encourage children to count. Children confidently count the number of bricks and are able to compare the size and say which number and tower is the biggest. Children understand the concept of early calculation as they respond to questions such as 'How many more do we need?' or 'How many left?'.

Children are confident when using the computer and enjoy educational games. They learn about nature through visits to the pond and outings to places such as Drusilla's Zoo. They plant sunflower seed and monitor their growth. Children especially enjoy role-play and gain many valuable experiences through good interaction from staff. Children mend 'broken arms' or listen to hearts beating at the 'hospital'. Staff become patients and have arms and legs bandaged. Children enjoy collage work and have access to a range of materials to allow free expression.

Helping children make a positive contribution

The provision is good.

Behaviour management is excellent. Staff are consistent in approach and give children easily understood explanations for requests. As a result, children understand why it is, for example, safer to walk while indoors. Children learn and copy good manners from adults who are polite.

Staff treat children with respect and acknowledge their individuality. Stories such as 'Goldilocks and the Three Bears' are skilfully adapted to avoid stereotyping. All children have access a range of activities that suit their needs. Children develop an awareness of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of

festivals. Although staff gather relevant information about the children, there is no initial assessment to ensure vital information is available from the day a child starts in the pre-school. Children receive one-to-one support and especially so if they have any kind of learning difficulty. Staff work with other agencies to ensure they have all relevant information is available so that support within the setting is consistent with the child's needs. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive good information about all aspects of the pre-school. Newsletters and notice boards inform parents of events and topics. Staff are friendly and approachable. They make time to talk with parents and to share information. There are formal and informal systems in place to ensure parents have knowledge of how their children are progressing.

Organisation

The organisation is good.

Children benefit from playing in a well-planned environment that allows them to gain fully from all activities. The key worker system and very effective staff deployment ensures children receive good support at all times. Good recruitment and induction procedures mean that suitable, experienced and qualified persons look after the children. New staff members are assigned a mentor who can support them while they get to know the routines and practices within the group. Regular meetings keep staff up to date with any changes within the setting. Regular appraisals assess the ongoing suitability of staff and help identify training needs. Staff have plenty of opportunities to attend relevant courses.

Leadership and management is good. Staff work extremely well together. They are enthusiastic and committed to their work. Clear communication and guidance allows them to provide a stimulating well-balanced programme. Continuous evaluation of the education help staff identify the effectiveness of activities enabling them to adapt these where needed. This means the activities support children's development.

All required documentation is in place and well maintained with only one procedure lacking clarity. Well-maintained records ensure the safe and effective management of the setting in order to promote children's welfare. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- introduce an initial assessment for each child, completed by parents, that gives staff more information regarding children's abilities and interests
- update the complaints policy to ensure all details are correct

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):

- further develop the observation and assessment system to show how this is linked to the planning and to ensure a secure record of children's progress
- allow children greater involvement in planning activities that are based on their interests

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk