

Jumping Jelly Beans

Inspection report for early years provision

Unique reference number	EY292363
Inspection date	29/09/2008
Inspector	Dinah Round / Janet Armstrong
Setting address	St Paul's Church Hall, Culliford Crescent, Poole, Dorset, BH17 9ET
Telephone number	
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Jumping Jelly Beans pre-school is a privately run group which opened in 2004. It operates from the hall of St Paul's Church, in Canford Heath, Poole, in Dorset. The group serves the local and surrounding area. A maximum of 26 children aged two to five years may attend the setting at any one time. The group is open Monday, Tuesday and Friday from 09.00 to 15.00, and on Thursday from 09.00 to 12.30, during term time. All children share access to an enclosed outdoor play area.

There are currently 40 children attending who are within the early years age range. Of these, 17 children are in receipt of funding for early education. The group currently supports children with learning difficulties and disabilities.

There is a team of five staff working with the children including the manager. All staff hold appropriate early years qualifications, and some staff are working towards a level four qualification. The pre-school is registered on the Early Years Register. The group receive support from the local authority.

Overall effectiveness of the early years provision

Children are happy, settled and have good relationships with staff who are supportive of children's individual needs. The environment is sufficiently well-planned to offer children of differing ages and abilities a variety of appropriate play opportunities. However, at times, the activities and play experiences provide insufficient challenges for children. Overall, children's welfare is effectively promoted, with good procedures in place to ensure children's safety. The setting has systems in place to evaluate and support the development of the provision. However, these are not always effective in monitoring the provision to improve children's care and learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make sure the 'Munchie Station' offers children snacks that are healthy and nutritious, and that hand washing routines are consistent throughout the session.
- review organisation and routines, to improve use of the outdoor play space and ensure that children are sufficiently engaged
- develop activities further to ensure they provide children with sufficient challenges
- monitor systems for planning, assessment and working with parents and others, to ensure they support and progress children's individual learning.

The leadership and management of the early years provision

There are clear policies and procedures in place to support the running of the pre-school. Appropriate recruitment and vetting procedures are followed to ensure that staff are suitable and have relevant qualifications to promote children's safety and welfare. Staff use records, such as daily registers, ongoing risk assessments, incident and accident reports to support children's health and safety. The induction for new staff, yearly appraisals and ongoing support for staff training helps staff to update their skills and contributes towards meeting the children's ongoing needs. The effective key person system means that children are cared for by staff who know them well, and this helps children feel settled and secure. The environment is sufficiently well planned to allow children to move around independently and make their own choices from the activities set out by staff. However, use of the outdoor area is not used to the full potential to extend children's learning experiences, and children spend periods throughout the session waiting, for example, at snack time, and start to lose interest. The systems in place for evaluating and monitoring the quality of the provision are not fully effective as ideas to address areas identified for improvement are not always followed through in practice.

Staff establish sound working relationships with parents to support them in providing for children's individual care needs. Parents are kept informed about the provision through a detailed prospectus which includes the group's policies and procedures, and information displayed in the entrance foyer. There are systems in place to involve parents in their child's learning through daily informal discussions and events, such as the 'Put yourselves in their shoes for a day' where parents spent the day at the setting to gain awareness of what children do while at pre-school. However, systems for communicating and working in partnership with other early years providers are not yet fully formed to ensure they will provide continuity and extension of children's care and learning.

The quality and standards of the early years provision

Children are happy and settled as familiar staff are sensitive and attentive to their care and learning needs. The positive reassurance from staff helps children settle and means they are developing a sense of self within the group. Children enjoy being the 'special person' for the week where other children identify what they like about that person, which helps to promote their confidence and self-esteem. Staff set out an inviting and welcoming environment, providing set areas for the differing ages and abilities, and offering children a variety of play opportunities and learning experiences. However, some planned play opportunities, such as an indoor assault course and the outdoor play equipment, provide insufficient challenges for children. Children enthusiastically take part in a baking activity as they help to pour and mix in ingredients, using their senses to smell the chocolate, enjoying moulding and squidding the dough into shapes with their hands. Staff ask questions to encourage children's communication and literacy skills. However, opportunities to introduce mathematical language and concepts, such as weight, big and small, are not explored. Books are not displayed well to encourage children to access them during the session. Children have access to some creative materials through planned activities, for example, they use scissors with care and control, and spread the glue carefully as they create their own collage pictures.

The current planning and assessment systems are in the early stages and systems to monitor them are not fully in place to ensure they are effectively supporting children's individual learning. Staff work together well as a team, moving around the room offering good levels of support to children in their play. However, they do not always offer extension in the activities to ensure that children make good progress in all areas of learning.

Children's welfare is promoted satisfactorily, with effective procedures in place to ensure children are kept safe and secure. Children are helped to learn about keeping themselves safe through clear guidance from staff and taking part in regular fire evacuation practices. Staff have appropriate systems in place to contribute towards children's health and well-being, although hand washing routines are inconsistent. Children are generally provided with healthy snacks of fresh fruit and vegetables, but being able to help themselves to crisps from the 'Munchie Station' does not fully promote healthy eating. Children have access to drinks throughout the session, which ensures they do not become thirsty.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.