

Jumping Beans Pre-School Portland

Inspection report for early years provision

Unique reference number	140995
Inspection date	21/01/2009
Inspector	Carol Johnstone

Setting address	Weston Community Hall, Weston Road, Weston, PORTLAND, Dorset, DT5 2DA
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Type of setting	Childcare on non-domestic premises
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Jumping Beans Pre-School was established in 1991 and operates from the Scout Hall, situated in the village of Weston on Portland, Dorset. It serves the local communities of Weston and Southwell and their surrounding areas. Children have use of two playrooms and there is an enclosed area for outdoor play.

Jumping Beans is committee run and is registered for 26 children in the Early Years age group. It is also registered on the compulsory and voluntary parts of the Childcare Register. The pre-school is open each weekday, in term time only, from 09:00 - 15:00, with morning and afternoon sessions available. A lunch club operates between 11:30 and 12:30.

There are currently 30 children on roll, 26 of whom receive funding for early education. There are four members of staff who work directly with the children, three of whom hold level three qualifications in childcare. One is working towards a level four, one is working towards a level five and the manager holds professional status which is level six. The pre-school is a member of the local childcare providers' network. It receives support from the Local Authority.

Overall effectiveness of the early years provision

Children are settled and content. They are comfortable with the staff who know them and their families well. Most aspects of children's safety and welfare are promoted. Children make steady progress in their learning. Children with additional needs are effectively supported by two specifically trained staff.

What steps need to be taken to improve provision further?

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

- increase the levels of challenging interaction across all activities
- regularly update the policies and procedures to ensure they give accurate information
- develop the systems for evaluating all aspects of the provision in order to continually improve outcomes for children

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a daily record is kept of the hours of children's attendance (Documentation) 29/01/2009
- ensure that thorough risk assessments are carried out to identify potential hazards and that a record is kept of when these are carried out and by whom (Suitable premises, environment and equipment) 29/01/2009

The leadership and management of the early years provision

The manager ensures that all staff have a sound knowledge and understanding of the types and signs of abuse in order for them to effectively identify and support a child at risk. Other aspects of safety are mostly in place such as effective security measures, regular fire drills and rigorous suitability checks when recruiting staff. However, thorough risk assessments to identify potential hazards are currently inconsistent. Children's attendance is recorded each day. However, their hours of attendance are not clearly shown. Both of these aspects are legal requirements. A comprehensive operational plan outlines how the pre-school is run. However, the written policies and procedures are not regularly updated.

Recommendations made at the last inspection have been addressed and the manager is very open and receptive to utilising feedback from all external agencies as a way to make continuous improvements. A new process of self evaluation which will use suggestions and ideas from staff is currently in the early stages of development. Appraisals of staff as a way to contribute to the overall quality of the provision provided have not been carried out regularly but this is now being addressed by the manager and committee.

The pre-school has close links with other childcare providers in the local community and regular network meetings already exist. This will facilitate the sharing of information if a child attending the pre-school also attends a childcare provision elsewhere. The pre-school are in regular contact with the local speech and language therapy department in order to provide co-ordinated care for children with particular needs in this area.

The quality and standards of the early years provision

Children have an extensive range of resources to play with and there is a strong emphasis on children choosing their own play for most of the time. However, although staff ratios are always met, there have been recent unforeseen staff losses and issues with the recruiting of new staff. Consequently, at times, there is insufficient staff to support children's play consistently and provide them with challenging and extending interaction. This results in some learning opportunities being missed.

All staff are extremely skilled and experienced. They have a clear knowledge of the Early Years Foundation Stage and when they are able to spend focussed time with individual children they make very effective interventions. This is also the case when there are specific adult led activities for groups of children, for example when several children go with a member of staff to hunt for shapes in the environment. A key worker system is in place and the staff make meaningful observations of the children in order to assess their abilities and plan for their next steps in learning. Many photos are taken of the children for their assessment folders and children also enjoy taking photos of their work when they have made something out of play dough or have drawn a picture. Children are confident and play well together both in small and larger groups.

There are strong partnerships with parents which helps to support children's well-being. Staff have worked hard to improve the information given to parents which was a recommendation at the last inspection. There is now a diary system in place for staff and parents to complete with details of what children have done each week. A display on the parent notice board informs parents of what activities are planned each week and what areas of learning and development they cover. There are parent evenings, committee meetings and informal discussion sessions which all contribute to continuous two-way communication. Recently, parents, children and staff took part in a Christmas craft evening which ended in a joint carol singing session.

Children learn about their safety in the community through visits from local fire, police and road safety officers. During their play, they are reminded to use scissors carefully and to be aware of each other when using the outdoor equipment. There are regular visits from the local dentist to help children learn how to look after their teeth.

Children learn effectively about healthy eating in the pre-school. They recently took part in a survey to study and take photos of the contents of their lunchboxes to see if they contained some of the recommended 'Five a day' fruits and vegetables. Results were fed back to parents to help reinforce healthy and nutritious choices for lunches. Children are offered a variety of fruit and vegetables at snack time and they can also have milk which they pour themselves. Children have access to individual bottles of water which have their photos on to avoid cross contamination. There is daily outdoor play so that children can practise a range of physical skills. The outdoor area is currently being developed and now contains a large fort and climbing frame which the children clearly enjoy using.

Children learn how to be sensitive to the needs of others at the pre-school. They are asked during their play 'Are you caring and sharing?' and they are all familiar with the 'Golden rules' which are displayed each day. Children understand that they need to wait their turn when using the indoor trampoline and set out 'waiting chairs', asking staff for the clock timer. Children learn how to be a part of the local community and are involved in charity raising events. Recently, they attended in their pyjamas to raise money for a children's charity. Children learn about diversity and disability through a variety of resources and also celebrations of festivals. Currently, children are celebrating the Chinese New Year and are making a Dragon, reading stories and discovering Chinese food.

The staff team are hard working, flexible and committed. Despite the recent issues with staff shortages they remain very friendly, warm and caring towards the children and their parents.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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

Since the last inspection there have been no complaints made to Ofsted.

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.