

# Jelly Babies Pre-School & Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	509484
<b>Inspection date</b>	16/06/2009
<b>Inspector</b>	Angela Dyer
<b>Setting address</b>	Longbridge Methodist Church, Bristol Road South,, Birmingham, West Midlands, B45 9QB
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<b>Email</b>	
<b>Type of setting</b>	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 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**

Jelly Babies Pre-School and Nursery is managed by a voluntary committee and opened in 1993. It operates from a spacious hall and various rooms within a church building in Longbridge, Birmingham. The building is accessed either via steps or a ramp. Children are also able to use a fully enclosed outdoor play area.

A maximum of 32 children may attend the setting at any one time. There are currently 47 children on roll who are within the Early Years Foundation Stage (EYFS). The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting opens five days a week during term time, offering morning sessions for children aged three to four years and afternoon sessions for children aged two to three years. Morning sessions are from 09.15 to 12.30 on a Monday, Tuesday and Wednesday and 09.15 to 13.15 on a Thursday. Afternoon sessions are from 12.00 to 14.30 on a Monday, Tuesday and Wednesday and 12.00 to 14.30 on a Thursday. Children of both age groups can attend on a Friday between 09.15 and 12.00.

The setting employs 11 staff, of whom eight hold an appropriate early years qualification. The setting is in receipt of nursery education funding and receives support from the local authority. The setting is also a member of the Pre-School Learning Alliance and has achieved recognition as part of their accreditation scheme.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good, with a number of outstanding aspects. The staff team work very well together to provide children with a wide range of play experiences that are thoughtfully prepared to encourage them to develop new skills and have fun. Children are very happy and settled and benefit from being cared for by friendly and caring adults. Children are fully supported in making excellent progress in all aspects of their learning and development. Partnership working with parents is excellent and strategies to work cooperatively with other professionals and early years settings are being developed. Children's welfare is promoted with success and whilst one welfare requirement is not being fully met, staff demonstrate a strong commitment to continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop further systems for maintaining a regular two-way flow of information between other providers of the Early Years Foundation Stage.

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

- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (Documentation).

14/07/2009

## **The leadership and management of the early years provision**

Children benefit from being cared for by an enthusiastic and highly committed staff team who demonstrate an excellent understanding of the learning and development requirements within the EYFS. Staff have attended additional training to enhance their skills and knowledge and share some of these skills with children, for example children and staff are confident in using simple sign language during routine activities and circle times. Staff show obvious enjoyment in their work and take time to develop warm, caring relationships with the children in their care. Most policies, procedures and documentation required for the safe and efficient management of the setting are well-maintained, however, the systems for recording children's attendance do not fully meet the requirements of the EYFS. Staff are committed to providing a high quality service to children and their families and regularly reflect on and evaluate their practices, with the involvement of children and parents, to bring about improvements.

There is a strong ethos within the setting in relation to the importance of working in partnership with parents. Staff demonstrate an excellent knowledge of the children's needs, routines and interests, which is enhanced by the information shared by parents on admission. Parents comment on how happy they are with the level of care that their children receive, particularly in relation to the high staffing ratios and the impact this has had on their children settling and the relationships that have been formed between children, parents and staff. Parents and other members of the community also benefit from the use of the friendly and welcoming 'Coffee Pot' café where they can enjoy a drink and snack whilst catching up with friends. Staff understand the value of working alongside other professionals and work closely with other agencies to support children's individual needs. Effective arrangements are in place to work in partnership with the local children's centre and schools to support children in the transition period between nursery and school. However, strategies to liaise with other early years settings, which children attend, are in their early stages and do not yet fully ensure that that the provision they deliver is complementary to the education and care provided in the child's other setting.

Robust procedures are in place to ensure that children are cared for by suitable staff who are appropriately vetted. Staff demonstrate a professional understanding of the safeguarding procedures, which has been enhanced through attending additional training. Staff are deployed effectively to ensure that children are supervised at all times both when in the setting and on outings. Children are always supervised when going to the toilet facilities, which lead off the hall, therefore promoting their safety. Children are encouraged to develop an understanding of safety and take part in safety walks and regular fire drills.

Children's risk of accidental injury is minimised as formal risk assessments are carried out to ensure that any hazards are promptly identified and minimised. All staff hold a current first aid certificate and have a clear understanding of the procedures to adopt in the event of an accident or emergency.

## **The quality and standards of the early years provision**

Staff arrive early at the setting and work very hard to transform the church hall and outside area into a welcoming and child-friendly environment. Children of different ages attend for different sessions allowing staff to plan activities that are suitable for those that are in attendance. High quality resources are available to support children's learning and play and they engage eagerly in a rich range of activities that excite and captivate their concentration and curiosity. Within the setting there is a strong emphasis on the value and importance of play and as a result children are provided with activities that are fun and stimulating. Staff are highly skilled at maximising learning opportunities for children and challenge and extend children's thinking through their positive interaction and effective questioning.

An effective key person system is in place and staff are intuitive of children's individual needs. Children's learning journals are highly individualised records of their excellent progress. Staff skilfully use information from their observations to pursue children's interests and put together individual play plans to support children with their next steps in their learning. Children's individual needs, interests and learning styles are fully recognised and respected by all staff, who adapt activities to ensure that all children are able to participate at a rate best suited to their individual stage of development. Children are active and inquisitive learners who make excellent progress in all aspects of their learning and development.

All staff act as positive role models and speak to children in a calm, gentle and respectful manner. Staff have a thorough understanding of appropriate behaviour management strategies and children are encouraged to share and take turns. Children respond with enthusiasm to staff praise and their behaviour is excellent. Staff demonstrate a commitment to ensuring all children are included and activities are used effectively to encourage children to consider and respect the needs of others as well as themselves. There is a strong sense of community within the setting as parents have regular opportunities to join in with the activities on offer and take part in charity fundraising events. Children are also able to get to know other members of their community as they visit various other groups that run within the church setting and through arranged visitors, for example the church minister.

Children enjoy activities which are often initiated by their own interests and ideas. For example, children have recently developed an interest in the importance of recycling and visited their local recycling centre with the items they had collected. On an outing to the local park children also talked about the impact of rubbish on their environment and were able to have a go at using a trigger controlled tool for picking up their rubbish. Children thoroughly enjoy playing in the role play area, which regularly changes depending on children's interests and ideas, and currently

enjoy using child sized gym equipment in their own 'fitness gym'. The hall is very well organised providing children with areas where they can rest, look at books, mark make and enjoy a range of creative activities including play-dough, painting and sand play. Daily opportunities are in place for children to enjoy a wide range of activities and experiences outdoors as many activities are continued outside. They also enjoy going on regular outings and taking part in physical activities indoors, where they practise new skills as part of the British Gymnastics Fundamentals Scheme.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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