

Jelly Beans Ltd

Inspection report for early years provision

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Inspector

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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 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.

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Description of the setting

Jelly Beans Pre-School is a limited company run by St Andrew's church committee. The setting was registered in February 2009 on the Early Years Register and the compulsory part of the Childcare Register. The registration is for a total of 40 children, who are split into two halls; no more than 26 may be based in the big hall at any one time and no more than 14 in the small hall. The nursery has an enclosed outdoor play area. Opening hours are between 9.30am to 12.00pm for 38 weeks of the year. A lunch club operates between 12.00pm and 1.00pm on selected days depending on demand.

There are currently 54 children on roll within the early years age range. The nursery supports children who speak English as an additional language and welcomes children with physical and/or learning disabilities. A total of 12 staff work with the children. This includes the manager and deputy; both of whom are qualified to Level 3 in early years. One other staff holds a Level 3 and six are qualified to Level 2. Three staff are unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and inclusive environment by a team of enthusiastic and dedicated early years practitioners. The team's successful use of effective practice is well demonstrated by their ambitious and astute action plan for improvement. Children are well supported in their play and learning and, as a result, are making good progress towards the early learning goals. Relationships between staff and children, and between staff and parents, are warm and trusting. The adults know the children well and ensure that planning is flexible enough to meet children's individual requirements. Children are happy and well safeguarded.

What steps need to be taken to improve provision further?

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

- consider ways to improve the organisation and presentation of play and learning areas; pay particular attention to making a wider selection of creative media available to children, and to minimising the distraction that activities sometimes have on each other
- work more closely with parents to identify children's starting points; to plan and develop their learning journey
- make sure that children's progress and development records are consistently maintained between staff, shared with parents and used to identify next steps for learning that arise from the useful observations undertaken.

The effectiveness of leadership and management of the early years provision

Children's welfare needs and learning requirements are well safeguarded and promoted through operational policies and procedures that are clearly understood by staff. Staff recruitment is rigorous and effective. Staff meetings are used as a forum for reflecting on how effective the activities are in meeting the individual needs of the children. The team are ambitious in their strive for improvement and this is epitomised by the extensive development of an exciting outdoor play area, which has already begun. Plans are also in place to improve the presentation and organisation of the book area, to inspire more independent visitation by the children, for further improving the arrangements for settling in new children at the beginning of term, and for developing partnerships with the schools that children transfer to.

The appraisal system successfully identifies potential areas of expertise in staff which are then developed to provide them with the skills to take on designated responsibilities, such as for safeguarding and special educational needs. The setting has a good supply of play and learning resources but not, currently, enough storage solutions to encourage independence, particularly in relation to creative play. The construction area is surrounded by portable screens and children remain engaged in play here for lengthy periods, which is not consistently evident in activities which are situated close together despite the exciting presentation; children are easily distracted by what is going on around them.

The key-person system is better understood by parents of children in the little room than those whose children are based in the bigger room. Nonetheless, daily communication between staff and all parents is good; information detailing children's achieved milestones and specific care issues are consistently shared with parents at the end of the session. The activity planning is well displayed so that they know what the focus is and are able to support this at home. A designated parents room provides a welcoming place for the coffee mornings, which are also attended by a different staff member each week. Open days provide visual explanation of how the EYFS is delivered through play, and 'bring your father/uncle/granddad to nursery' days helps to promote equality to children. Staff consult with parents making good use of their knowledge and expertise, for example, in seeking ideas for further developing the 'building site' role play, and for planning Diwali celebrations. Parents hold the setting in high regard and cite the arrangements for settling in new children, the skills and experience of staff, as well as the presentation of activities, such as role play, as key strengths. However, although there are procedures in place for working together with parents to plan for and support children's learning programme, not enough information is shared about children's progress and development towards the early learning goals, some parents have never seen children's assessment records, even though they have attended a parent consultation evening.

The quality and standards of the early years provision and outcomes for children

The youngest and least confident children begin nursery life in the secure environment of 'the little room'. With fewer children it is less overwhelming. They benefit from the individually tailored arrangements for settling-in through a gradual leaving process and within a few weeks the newest children are settling happily and quickly on arrival. However, although a profile of children's welfare, care and learning needs is compiled, this is not gathered early enough to enable staff to plan for a child's first day. Some children's progress and assessment records contain good information that is well used to support and extend children's learning from their starting points. However, the maintenance of these is not consistent between staff; next steps for learning are not identified for all children and where they are, they do not always arise from the useful observations documented.

Planning is based on a theme, which, like the staff, is very flexible. For example, the builders have arrived this week to begin the development of the outdoor play area. As a result, the home corner has been replaced by a 'building site', transformed by a climbing frame, blankets and giant building blocks, as well as toy power tools. Children watch with intrigue as the builders operate the cement mixer and saw down the trees, then act this out in imaginative play with small world figures, trucks and sand. As toddlers listen to a delightfully told 'Bob The Builder' story, their senses are awakened by the beeping of the digger as it reverses outside the window. Themes do not dominate planning; for example, whilst some children busy themselves building a tower of blocks, others test the weight of a marrow and think about who might be given their nursery basket of offerings. Children often experience awe and wonder, for example as they notice the elaborate wooden carvings on the church ceiling, and listen to the echoes of their voices when singing.

Children explore creative media and they do create and design independently, for example, their own interpretations of a sunflower, paper plate designs or models using recyclables. However, children are not able to access the full range of creative media, which restricts what, how and when they create and design. Overall though, children's independence levels are good and well demonstrated when they take themselves to the 'fruit café' for a snack and blow their own noses, disposing of the tissue hygienically. Children's awareness of diversity is raised through activities, such as dancing with silk scarves to Indian music and Africa theme days. For the latter children dressed up as safari rangers and animals, they experimented with music using African drums and had fun in the 'jungle role play' which included a swamp.

Opportunities for mark making, solving practical problems with shape, space and measure as well as experimenting with numeracy are all in plentiful supply. For instance, the 'building site' features an architects office; fully equipped with computer keyboards, rulers and tape measures, telephones, building plans and stationary. Children thoroughly enjoy listening to stories because staff encourage the children to contribute, but the uninspiring book corner means that independent

visitation is rare. Staff engage children in highly worthwhile discussions and they are becoming confident and articulate communicators. Staff work closely with parents of children who speak English as an additional language so that they [staff] can learn key words. Children have good access to technology equipment and as a result, have learned to navigate the mouse around the computer with developing skill, use a working camera, and operate mechanical toys, such as the sander and drill.

Children have always enjoyed outdoor play and their physical competence is well demonstrated by their good hand-eye coordination during games of golf and ability to throw and catch balls with accuracy. The plans for the outdoor play area show astute attention to design. This includes a covered area to enable all-weather play, a growing and digging area and the retention of topography and grass. Plans also show that there will be an area covered with safety surfacing in the design of a road; equipped with zebra crossing and traffic lights to encourage children's awareness of road safety. Children routinely use common courtesies and demonstrate tolerance and kindness towards each other. Squabbles are few because there is plenty to do, and staff are excellent role models. Children demonstrate high levels of self-esteem and confidence. They are well looked after if they become unwell because staff ratios are always in excess of requirements and a number of staff hold valid first aid certificates.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met