

Jumping Beans Pre School

Inspection report for early years provision

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Inspector Sheila Browning

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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*.

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Description of the setting

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 from two years to the end of the early years age group at any one time. The pre-school is open weekdays from 8.45am until 11.45am and from 12.30pm until 3.00pm 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 special educational 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting overall. Exciting and stimulating learning activities and experiences ensure children's learning and development is good. In this inclusive setting staff ensure children are given good attention and support so that their individual needs are met well. Overall the partnership with parents, the school and other agencies is good and this helps ensure children's welfare needs are secured. Procedures and measures taken to safeguard the children are excellent and effective self-evaluation ensures there is a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- provide a covered area to allow activities outside in all weathers
- encourage more parents to be involved and support their children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are excellent all staff undertake child protection training and the children's safety is given high priority. Robust systems are in place and regular risk assessments are carried out. Comprehensive policies and procedures and records are very carefully documented. The vetting of staff is rigorous and all staff are qualified appropriately and are trained for first aid and in the Early Years Foundation Stage. Children show an excellent awareness of safety issues and recognise how to keep themselves safe whether keeping a safe space when dancing in the hall to music or when playing outside together.

The supervisor consistently shares her high expectations, drive and ambition for improvement and involves all staff in the self-evaluation process which is good. Staff contribute suggestions and ideas in regular staff meetings and they are encouraged to further their professional development and training. The supervisor regularly monitors the quality of the provision and the outcomes for children. Together she and her team have worked hard to establish a welcoming environment that provides well for the needs of all the children. All of the recommendations from the previous inspection are fully met. The close working partnership with the school has led to improvements in the provision such as the removal of a disused pond, the development of a patio area and plans for a shared environmental area. Parents have also helped build a wooden role play house and the setting has raised funds for equipment and resources and for various charities. However, as yet there is no covered area to allow activities outside in all weathers.

Daily opportunities for parents to talk to staff about how their children are progressing, regular newsletters and good quality assessment systems keep parents well informed. Staff use the information provided through parental questionnaires and the views of the children to plan activities based on their interests. The good links with external agencies enable information about children's progress and development to be shared to effectively support each individual child. This communication is particularly vital in the case of children with special educational needs and/or disabilities. These links help the children to settle and to develop. Children's Learning Journey progress booklets are also available to parents. Whilst the setting works hard to engage and involve more parents in their children's learning there is still work to be done here. Good links and regular opportunities for children to visit and work in the school ensure transfer into full-time school is smooth.

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

Children's learning accelerates because they enjoy participating in a good range of activities based on their interests. They have fun and are challenged to improve their language, mathematical and technology skills. They enjoy making different shapes and can name triangles, squares and rectangles and become more confident when counting and use the computer independently. The daily focus on blending sounds and letters helps them to quickly develop their language skills and emphasised instructions such as 'g-go' and 'get your c-coat please' reinforces this. They can say 'good morning' using sign language too. Children make snowmen and talk about the snow; they show great delight at feeling jelly in a bowl, letting it slip through their fingers. Key workers are responsible for the assessment of the children. Daily observations of what the children do together with photographs and samples form part of their 'Learning Journals'. Assessments are also used effectively to help improve children's learning. For example, those with particular special educational needs and/or disabilities have speech therapy sessions to support them. Displays and photographs indicate the development of creative work and manipulative skills and a good understanding of the wider world in activities from 'All about Me' to having breakfast with Father Christmas and visiting a local

animal park. The outdoor areas used for riding trikes and trampolining, and music and dance contribute well to their physical development.

Good planning and rigorous monitoring of learning ensure a wide range of exciting and challenging learning activities and experiences. Consequently, the children enjoy learning and become confident independent learners. The equipment and resources are of high quality. The highly effective deployment of staff who work well as a team, clearly understand their key worker roles and responsibilities. Staff actively promote equality of opportunity and diversity and have a good knowledge of each child's background and needs. They help them to understand the society they live in whether celebrating Diwali, talking about Hanukah or sharing multi-cultural books.

The provision for children's welfare is good, they take part in regular fire drills as part of their excellent safety awareness. They know all about healthy snacks pour their own drinks, thus contributing to the smooth running of the setting, and take plenty of exercise and follow regular hygiene routines without fuss. They delight in cutting up fruit before making smoothies and talk about healthy foods. As one said, 'This is yummy, I'd like some more', while another less confident was encouraged to 'Just lick and try it'. Children behave well and get on with each other whether playing in the pretend hospital and checking baby's health or sharing magnets and talking about them 'pulling and pushing'. They have good relationships with adults, this helps prepare them well in the next stage of their education. Adults capture children's imagination when using a puppet to celebrate 'Princess Polly's Birthday Party' children pretend to eat pizza and unwrap real gifts for Princess Polly whilst singing a little song and puffing out the candles on the birthday cake. This stimulates much talk about how they like to celebrate their own birthdays.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	1
The extent to which children adopt healthy lifestyles	1
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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