



Jelly Beans

Inspection report for early years provision

Unique Reference Number	EY236088
Inspection date	09 November 2005
Inspector	Cynthia Walker

Setting Address	Kirkland and Catterall St. Helens C of E School, The Green, Churchtown, Preston, Lancashire, PR3 0HS
Telephone number	01995 603050
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Registered person	Jelly Beans
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jelly Beans Nursery was registered to provide day care in 2002. It is situated in the village of Churchtown. The nursery is open five mornings a week from 09.00 until 11.45. The group offers sessional care for children aged two to five years. Currently 21 children attend the nursery throughout the week and 17 children receive funding for nursery education. They are drawn from the local area and wider community. Children attend for a variety of sessions. The nursery has systems to support children

with special needs.

The nursery is based in the old hall within St Helens Church of England Primary School and they have the use of a large hall and supporting dining area, toilets and storage. There is access to a secure outdoor play area to the side of the property.

There are three staff working in the nursery; all staff hold appropriate early years qualifications. The nursery receives the support of the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children move with control and co-ordination as they enjoy daily access to a good outdoor area which is supported by activities within the school hall. They skilfully balance on beams and steps and negotiate the use of space as they run around experimenting with the movement of ribbons. Children enthusiastically manipulate and control the parachute, seeing how high they can make the leaves fly.

Children are well nourished. They enjoy a good range of nutritious snacks which include fruit, cheese, crackers and yoghurt and are able to access fresh drinking water independently throughout the day. Projects on healthy eating enable children to understand the importance of certain foods. Children's dietary needs are discussed with parents and efficiently recorded.

Children stay healthy because staff follow effective policies and procedures. Good routines have been established around personal care and children are becoming increasingly independent, demonstrating a secure understanding of hygiene practices.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. The nursery is very welcoming to children with a wide range of attractive displays. Clear explanations on the use of the outdoor equipment enables children to develop an understanding of how to keep themselves safe.

The hall is creatively arranged to allow children to move spontaneously and independently around all areas of play and learning. Children are accessing a wide range of resources which are appropriate to their age and stage of development. Resources are well arranged to allow children to make individual decisions about toys and equipment they are going to use.

Children's welfare is suitably promoted by the staff's appropriate understanding of child protection committee procedures which are in line with the local Area Child

Protection Committee guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. They have established positive relationships and work co-operatively together, for example, assembling the balancing blocks or sharing resources at sand play. An interesting display of photographs taken by the children entitled, 'My Friends' reflects on the relationships developing within the group. Children are sensitive to other children's needs, for example, helping children on the balancing equipment or giving explanations on how to wrap parcels up. They develop confidence and self-esteem as they are selected to be the helper for the day, wearing their badge of office with pride. Children enjoy selecting books to take home to share with their parents which they take home in their individual folders.

Nursery Education.

The quality of teaching and learning is good. Children make good progress because staff have a secure understanding of the early learning goals. They plan a good range of interesting activities which supports all areas of learning which can be adapted for different levels of ability. Children's starting points are established through parents completing an entry in the profile books and basic assessments completed by staff on entry. Assessment is thorough and children's next steps for learning are identified and informally linked to future planned activities. Children's learning is stimulated by the staff's skilful use of questioning and sensitive support. A good range of teaching methods maintains children's interest and helps them persist for some time at activities.

All children are motivated to learn and are interested in the wide range of activities provided. Children are good communicators and confidently use language to give explanations on how they use their letter bags to bring items from home and use language to negotiate in play as they play with the cars and garage. They have good concentration and persist for long periods at activities, such as, designing their individual T-shirt for the Xmas fayre.

Children reinforce their counting skills within the daily routines as they count how many children are present at circle and the use of a number fan linked to a story supports their recognition of numerals. Their calculation skills are developed as they decide how many children there are if one more is added. Children can recognise letters and their own and other children's names which is supported by the staff's effective use of simple phonetics and use of name cards and clear labelling. All children use marks to represent their ideas with some children able to form recognisable letters. Independent access to a stimulating range of resources allows children to construct an interesting variety of models using a variety of techniques, incorporating skilful use of scissors. Children are imaginative, for example, turning the parachute into a magic carpet and visiting 'Tracey Island' to look for 'Thunderbirds'.

Children have access to a good range of resources and staff make efficient use of time to effectively support learning.

Helping children make a positive contribution

The provision is good.

Children are well behaved. They respond to the clear and sensitive explanations from staff and have a good understanding of the behaviour codes of the group, particularly at group times. The 'Jelly Bean Award' is effectively used to encourage children to be kind, thoughtful and helpful and the good use of a glove puppet reinforces children's understanding of the behaviour codes.

Children are well cared for by staff who actively work with parents to meet individual children's needs. They are confident in their environment and developing self-esteem through positive praise and sensitive intervention if they are upset. The nursery has appropriate systems in place to support children with special needs. The nursery takes positive steps to ensure that parents are kept well informed about all the relevant policies and procedures.

Children are developing a positive attitude to others through the provision of a good range of resources and activities. They have opportunity to learn about their community through their close links with the school, planned outings and visitors to the nursery. The provision fosters children's spiritual, moral, social and cultural development appropriately.

Partnership with parents is good. Parents are actively welcomed into the nursery and receive effective information through an initial liaison pack, notice boards and weekly newsletters. There are good opportunities to be involved in their children's learning through the sharing of nursery books at home and weekly activity sheets usually linked to the theme, for example, making popcorn to link the sounds to fireworks. Key workers informally share information on their children's progress which is supported by termly written reports.

Organisation

The organisation is satisfactory.

Most required documentation which contributes to children's health, safety and well being is in place. Although there has been no changes in the suitability of the staff team; Ofsted has not been notified of significant changes within the management structure. There is a satisfactory complaints procedure; however, a process has not yet been developed to share information from the record with parents on request. The recruitment procedures are still being developed and do not include a system for monitoring and vetting staff.

There is a positive attitude to training and all the staff team hold appropriate qualifications. Space within the nursery is well organised and enhances play opportunities for children.

Leadership and management is good. Staff have a clear understanding of their roles and weekly staff meetings are used effectively to maintain consistency in improving outcomes for children. The nursery liaise closely with advisors from the Local Authority to improve the quality of education for children they are providing. Questionnaires are used to seek the opinions of parents on the effectiveness of the nursery. Although planning is informally evaluated, it is not clear that all stepping stones have been achieved. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At last inspection the nursery were given one recommendation in relation to storage of resources. The nursery have obtained a storage area within school which helps maintain the toys and resources which are available for children to play and learn.

Complaints since the last inspection

There have been no complaints to Ofsted since 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure Ofsted are informed of any significant changes
- review the recruitment procedures to include robust vetting procedures and implement a system to share the complaints record on request from parents.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered

person should take account of the following recommendation(s):

- implement procedures to review the planned programme of activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk