



JELLY BABIES PRE-SCHOOL

Inspection report for early years provision

Unique Reference Number	509484
Inspection date	30 January 2006
Inspector	Mary Kelly
Setting Address	Longbridge Methodist Church, Bristol Road South, BIRMINGHAM, WEST MIDLANDS, B31 2AD
Telephone number	0121 453 7294
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Registered person	Jelly Babies Pre-School
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 Babies Pre-School opened in 1993. It operates from 2 rooms in a church hall in Longbridge in Birmingham. The pre-school serves the local area.

There are currently thirty-eight children from two to four years on roll. This includes twenty-four funded children. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens 5 days a week during term time. Sessions are from 09.15 to 11.45 on a Monday, Tuesday and Thursday, 09.15 until 13.00 on a Wednesday and Friday they are open 09:15 until 12:45. These sessions are for the older funded children. Younger children have opportunities to attend on Tuesday and Thursdays from 12:15 until 14:30 and on a Wednesday from 09:30 until 11:45.

Seven staff work with the children. Two staff have early years qualifications to National Vocational Qualification level three. Two staff have completed their National Vocational Qualification level two and another member of staff will be completing her National Vocational Qualification level two in the next few weeks. The setting receives support from a support teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have daily access to a recently renovated outdoor area where they benefit from fresh air, exercise and participate in an excellent variety of physical activities for the younger children, which contributes to their good health. For example they learn to pedal bikes, use a slide and balance on the bridge. They also have monthly visits from Mini sports and practice challenging physical skills.

Staff implement very clear procedures for administering first aid, and all staff hold a first aid certificate, this ensures that children's well-being is always promoted in the event of an accident. Children are very well protected from the spread of infection because staff and children have an excellent understanding of the importance of implementing hygiene procedures. For example, children wash their hands frequently and they are aware that they need to do this to wash the germs off.

Children's individual dietary needs are met effectively, as they are discussed with the parents at the initial home visit and parents are encouraged to pack wholesome packed lunches for the children. The setting provide a vast range of healthy and nutritious snacks, including breadsticks and an abundance of fresh fruit. Snack times are sociable occasions with staff providing the children with good opportunities to develop their independence, by choosing their own snacks and choosing and pouring their own drinks from the jugs provided. Children are able to freely and independently access water at all times from a covered jug, this ensures that they remain hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment. The setting is decorated with the children's own work and staff prepare the room prior to the children arriving. A well individually, adapted settling in procedure encourages the parents to stay with the children for as long as they need to. As a result, children settle well. Children are encouraged to move around the setting freely and they have access to a vast range of resources to support all areas of learning. Staff ensure that all resources provide a

good level of challenge for the age and stage of development of the children. Children's safety is well promoted as staff consistently make sure that the resources are safe and well maintained.

The setting places strong emphasis on the arrival and departure procedure and the children's safety is maintained. Three staff are present at arrival and departure times and all visitors are asked for identification and sign in the visitor book. Children's welfare and well-being are fostered and children are kept safe. Staff have a good awareness of health and safety issues and risk assessments are used to reduce any potential hazards. Detailed information is recorded in the accident book, however these are not consistently signed by parents to ensure extra opportunities for the parents and staff to have a detailed discussion about the child. Staff are deployed effectively and the layout of the room and outdoor play area ensures staff can maximise the safety of the children at all times.

Children's welfare is extensively promoted as staff have an excellent understanding of their role in managing child protection issues, for example staff have been proactive in attending courses to extend their knowledge and understanding and updated the group's policy to reflect Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children take part in a vast range of stimulating, enjoyable and varied activities and play opportunities which they find interesting and fun. All activities are well planned and staff make very effective use of the 'Birth to three matters' framework and Foundation Stage. Staff know the children very well and cater for their needs appropriately, adapting the routine and flexibility of the day. For example, additional activities are provided for the children who need to be extended or suitably adapted activities for the younger children. Children feel genuinely valued and are developing confidence and self-esteem they are praised by staff both verbally and using Makaton signing, they are praised for their efforts and achievements.

Children's independence is promoted through a variety of opportunities such as, pouring their own drinks at snack time and getting their own fruit of their choice. They move around freely accessing toys and play equipment. Staff ensure that children are fully involved in a wide range of enjoyable activities, which develop their imagination, language and creative development, for example, use of messy play and physical activities every day.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and early learning goals. They are deployed effectively which means children benefit from a good level of support. Children engage in a wide range of well prepared activities that challenge and excite them. They learn about themselves and the wider community through sharing their own experiences and culture, such as sharing children's heritage with the other children and regular visits to places of interest. Staff manage children's behaviour very well by creating an

atmosphere that ensures the children are aware of the boundaries, with strong, consistent limits. Children have access to a very stimulating range of resources that supports their learning across all areas.

All children are very keen to share their experiences with staff and the other children, often assisted by Lola the tiger. When the children hold Lola the other children are aware that they are the only children able to speak. They are sociable and engage in conversation readily with their peers, staff and visitors. The space available is well organised and resources are laid out to promote independence and stimulate the children's interest.

Staff use mathematics in every day situations and as a result children learn to solve number problems during every day situations. Older children count reliably up to ten and some beyond and many use language to describe and compare shape, position and size. Children show an interest in numbers and are well supported in developing their skills for counting.

Children's physical skills develop and improve through a wide range of experiences, including music, movement, top start and monthly visits from Mini Sports, however there are sometimes limited opportunities to support and extend older children in their physical play. Children show a good awareness of space for themselves and others for example when riding the bikes outside. There are daily opportunities for the children to be creative and practice writing for a purpose for example in the Chinese restaurant. They show a great interest in books, accessing them independently and listening to stories. Good emphasis is placed on developing children's communication, language and literacy skills, such as linking letters to sounds and being able to recognise their names. Some children are able to write their names. Children's interest in books is supported thorough the library loaning scheme where the children take books home to share with parents. There are very good opportunities for children to find out about their local community and environment, they go for walks in the local area, and visits to the library. They enjoy using their senses to explore a wide range of materials including malleable materials.

Planning is flexible, clear and covers all areas of the curriculum. There is a good balance of adult and child-led activities. Planning for small group activities ensures that staff have a clear understanding of the learning intention. Staff with responsibility for special needs have a sound knowledge of the procedures in place and good relationships with the parents and other professionals. This ensures that children with special needs are included in all aspects of the setting and make good progress.

Helping children make a positive contribution

The provision is outstanding.

Children are valued and respected as individuals. All children are welcomed into the group and staff know the children in depth. They are aware of their individual needs and preferences, by establishing good relationships with parents. This ensures the children feel secure and settle well. Children develop a very positive attitude to others and have a great understanding of the wider world and local community. Staff plan a vast range of activities and positively use resources to increase the awareness of

diversity and an excellent variety of festivals and celebrations are explored. The children's spiritual, moral, social and cultural development is fostered. This is done in a number of positive ways throughout the activities that are provided for the children.

Children behave very well and are starting to understand right and wrong, whilst supported by consistent boundaries and age appropriate methods used by staff. Staff encourage children to play with each other sharing toys, respecting each others and being considerate. Children are given praise both verbally and with the use of Makaton signing, and are rewarded in all achievements, for example use of stickers. Children respond well to this and this supports their self-esteem and confidence.

Parents are given regular information about the setting, but currently the settings complaints procedure is not accurate, therefore in the event of a complaint parents may not be able to make a prompt complaint.

The partnership with parents and carers is outstanding and they have sensitive settling in procedures that are individually tailored to suit the families needs. Staff visit the children and parents at home prior to them starting at the setting and get to know each other very well. Children benefit from very effective sharing of information through frequent newsletters, daily verbal feedback and parents evenings. Parents are made aware of current topics with in the setting and this assists the parents to become involved in their child's learning. Parents receive helpful information about the setting, policies, procedures, Foundation Stage guidance.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Indoor space is laid out to maximise play opportunities for the children. Staff are very clear about their roles and responsibilities and clear induction procedures are carried out for new staff and students, and children benefit from this being in place. Children benefit greatly from staff who deployed themselves well, who consistently interact with them and give children excellent support, care and encouragement. This ensures that the children feel secure, safe and confident and promotes their well-being and development.

The leadership and management of the nursery education is outstanding. This contributes to children making significant towards the early learning goals. Staff have a strong understanding of the Foundation Stage curriculum and are all involved in planning the curriculum to ensure that the children are making rounded progress in all areas of their development. The setting have a clear vision about their aims and objectives and are fully committed to improve the quality of care and education of all children. All staff are committed to continuous improvement and development and there is provision for individual ongoing training.

Children's care is enhanced through efficient and effective organisation. Staff implement policies and have efficient recording procedures in place to protect the children's health and well-being. Policy documents are reviewed and updated annually and all staff, students and parents are made aware of any changes.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the previous inspection the setting was asked to ensure the behaviour management policy included strategies for managing unacceptable behaviour. Ensure the child protection procedure is accurate and consistent with current Area Child Protection Committee (ACPC) procedures and to ensure the complaints procedure is consistent and includes the name, address and telephone number of the regulator. These have been addressed by the policies being updated and all staff were given new copies and made aware of the changes at staff meetings. Support was gained from the Early Years Development and Childcare Partnership and policies updated to ensure they comply with current ACPC procedures. The regulator's details were updated after the last inspection, but recent changes have not been incorporated.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by the 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 that all accident entries are consistently countersigned by parents
- ensure that parents and carer's have access to the correct details for the Regulator.

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):

- enhance older children's opportunities to have to more challenging physical equipment.

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