



# Jumping Beans Pre School Portland

Inspection report for early years provision

**Unique Reference Number** 140995

**Inspection date** 27 January 2006

**Inspector** Carol Johnstone

**Setting Address** Weston Scout Hall, Weston, Portland, Dorset, DT5 2BZ

**Telephone number** 0403 708429

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**Registered person** Jumping Beans Preschool

**Type of inspection** Integrated

**Type of care** Full day 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Jumping Beans Preschool opened in 1991 and operates from three rooms in a community scout Hall. It is situated in the village of Weston, Portland. It serves the local communities of Weston, Southwell and the surrounding areas. There is a fully enclosed outdoor area.

A maximum of 26 children aged from 2 years to under 5 years may attend the Preschool at any one time. It is open each weekday from 09:00 - 15:00, with morning

and afternoon sessions available. It opens in term time only.

There are currently 43 children on roll. Of these, 41 receive funding for nursery education.

There are 6 members of staff who work directly with the children, 5 of whom have qualifications in child care.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are protected from the risk of cross infection through clear sickness procedures which exclude children who are unwell from the setting. In addition, issues such as head lice infestation are dealt with sensitively but firmly in order to prevent their spread to other children. Staff use effective hygiene measures at snack and dinnertime to ensure that children have a clean table to eat from. They also use disposable gloves when administering first aid to reduce the risk of bacterial infection. Children are encouraged to use paper tissues when they have a runny nose and are told why they should cover their mouths if they cough. Children learn to wash their hands before snack and dinnertime and after the toilet. The setting uses liquid soap and paper towels, however there are occasionally inconsistent practices used which do not ensure that the risk of cross infection is minimised.

Children learn about healthy eating in the setting. They have a piece of fruit each day at snack time and are offered healthy drinks such as water and milk. In addition there are fruit and vegetable days where children make "kebabs". Children are introduced to the local dentist who comes into the setting to talk about looking after their teeth. Children are given "happy snappy" tooth brushing charts which they take home for parents to tick when they have brushed their teeth properly each day. Children practise their physical skills through regular exercise and fresh air each day in the outdoor area. When weather is poor, staff bring equipment into the playroom and children play indoors.

Children learn how to use a range of physical movements. They climb, balance, jump, slide and wriggle. They pedal trikes and bikes confidently and negotiate around each other. They learn how to judge their body space when playing in the outdoor house and look to see if there is room for them to fit in if other children are in there. Children learn how to recognise their own needs and are aware of when they need the toilet or they need a drink. Children practise their hand eye coordination through using pencils, pens and scissors. They enjoy manipulating materials such as play dough and use a variety of patting, squeezing and rolling movements to make their chosen objects.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are protected from unauthorised persons as access to the premises is carefully monitored by staff. In addition the front door is kept locked during sessions. Visitors are asked to sign in and are escorted at all times. Student and parent helpers are not left unsupervised when with the children. New staff are observed with the children to ensure that they present no risk to their safety.

There are regular risk assessments carried out on the premises and in addition, the staff check all areas each morning to ensure that other users have not left any hazards. Children learn about fire safety through visits from the local fire service who bring their fire engine for children to look at. They have also had a visit from the local police officer to talk about 'stranger danger' and a 'lollipop lady' to teach them how to cross roads safely. Children learn how to play safely as staff question them if they are trying to do something inappropriate. They ask the children what will happen next if they continue, encouraging children to think about their actions. Children have clear pathways and play areas so that they can move around safely. Toys and equipment are clean and in good condition.

Children would be supported in the event of a child protection concern as staff have a sound understanding of the signs and symptoms of abuse. They are clear about the need to record information and who to contact externally for assistance.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are able to choose from a wide range of activities. There are interesting and colourful resources which are clearly marked and easily accessible for when children have free play sessions. Each day children have play dough and construction activities and in addition there are role play opportunities, puzzles, books, small world, painting, drawing and board games. Children have ample opportunities to choose their own activities which they do readily, often playing with special friends or in small groups. In addition, the staff arrange activity themes, such as 'Under the sea' and special activities such as cooking and planting. Activities based upon the Birth to Three framework are in place for when any children under three start attending.

Children enjoy regular outings to the local park and Portland Bill in the summer. Every year there is also a special outing to a theme park, The preschool have very strong links with the local community and in particular the local schools. Children attend the concerts and shows put on by the schools and often get to meet up again with children who have recently left the Preschool.

### **Nursery education**

Children are confident to leave parents and start their play each morning. They learn to be independent and mostly manage their own coats and shoes. Children are also encouraged to pour their own drinks at snack time. They make firm friendships and play very well together. Children have secure relationships with staff and approach them with ease. They are able to use vocabulary to tell staff and peers their news and they chat to staff during activities, telling them what they are making. Children

are beginning to understand the link between sounds and letters and enjoy looking at books. Children sometimes make marks during their play, but they do not often practise mark making with a purpose such as attempting to mark their own work. They show curiosity in their surroundings and learn about their community when they meet people who have a special role to play in their lives. Children learn to use tools for a purpose such as when cutting paper and play dough. They learn about technology through daily use of a computer, calculators and remote-control cars. Children join in with counting each other at circle time. They practise their shape work and use stencils to discover which is a rectangle or circle. However they do not learn how to solve number problems and do not use positional or size language. Children explore colours and textures, for example when finger painting and making pizza. They enjoy music and join in with familiar nursery rhymes and ring games. They use imagination during role-play and are able to act out their favourite stories. They use a range of movements to enhance their physical skills and have spatial awareness of each other and of objects. They practise their hand-eye co ordination through use of pencils, cutters and rollers.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage curriculum and the areas of learning. They are effective when they use open questions to challenge children and are creative in their use of resources. For example one member of staff arranges four crayons of different colour in front of each child at the table . She asks them to identify the colours and then to count how many there are. This is in addition to the main activity which is to draw around some wooden shapes to identify them. There is an effective balance between child and adult led play in the Preschool and staff encourage children to make choices about what they want to do. Behaviour management strategies are clear and consistent and this enables children to learn in a calm and orderly environment. Interaction from staff towards the children is very warm and caring and they are clearly committed to the children. Planning and assessments are satisfactory. Much of what is known about where a child is within the areas of learning is informal and there is minimal detail recorded. Consequently there is little written information available for parents. The planning of activities ensures that all areas of learning are covered each week, however it does not consistently facilitate the required next steps for each child.

### **Helping children make a positive contribution**

The provision is good.

Children learn to adopt the 'Sharing and Caring' ethos of the Preschool. For example they spontaneously share their play dough if extra is needed for another child's design and they take turns with the shape cutters and rolling pin. They are encouraged to say please and thank you to each other and they treat each other with kindness and concern.

Children are learning about the cultures and beliefs of others. They celebrate the festivals of a variety of religions and have food tasting days when they try foods from other countries.

Children who have special needs are welcomed to the setting. They are well supported by trained staff who work closely with parents and external agencies to ensure that the child's needs are met. Activities and resources are adapted to enable them to feel included in all aspects of play.

Children's behaviour is very good. Children are settled and calm and they listen carefully to staff when they are asked to help tidy or to line up. Staff have a range of consistently used strategies for any unwanted behaviour and children are always asked to think about what they have done. Parents are always consulted if there are ongoing concerns.

Partnership with parents is satisfactory. They are encouraged to be actively involved with the Preschool and are invited to stay for several sessions when children first start. There are regular newsletters each term to outline any topics and events. There are informal discussions when children are collected each day and parents are able to approach staff at any time if they have any concerns about a child. There are regular outings and fund-raising events arranged by the parent committee and they are active in the local community.

For parents of Nursery Education funded children, there is a lack of regular information about how the child is progressing through the Foundation Stage Curriculum. Currently the only information sent home is a compilation book when the child is due to leave and start school. Parents are currently not invited to contribute to the child profile assessment completed by staff when funding starts.

Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

The Preschool organises the space and resources effectively. The rooms are used flexibly as ideas develop, for example using the toy room as a playground when weather is bad and the book corner as a role play area. When new staff are employed, there are thorough checks and references to ensure suitability and they are monitored for a trial period to assess whether they are working with the children in an appropriate way. They receive an induction package to familiarise them with the safety procedures of the Preschool.

There is a satisfactory operational plan that ensures staff are deployed effectively. However, some of the core policies and procedures have not been regularly updated. Staff ratios are always maintained and there are sufficient staff working with the children at all times.

Leadership and management is satisfactory. There are regular staff meetings where training availability is discussed. Staff are encouraged to develop their skills and progress with their qualifications. Staff performance is regularly appraised by the manager and everyone is encouraged to self appraise their own practice. The manager uses the evaluations from activities to monitor the provision. She also utilises the ideas and suggestions given by the team of advisory teachers and Sure

Start who visit regularly. The manager is committed to the continual improvement of the provision in order for children to benefit. The staff work well as a team and are very flexible. They are committed to the children.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection it was noted that some staff did not have a clear understanding of the National Standards. Following this, a copy of the Standards was obtained for each member of the team. There was also a training session. Staff now have a clear understanding of all the National Standards and their relevance to the care provided.

It was also noted that the accident and medication records were completed in a way that did not ensure confidentiality. This has been revised and each entry has a separate page to ensure that only the relevant parent can see the details.

It was observed during the last inspection that children were being given biscuits and squash each day for their snack. Healthy eating is now actively encouraged. Children receive a whole piece of fruit each day with water and milk.

### **Complaints since the last inspection**

There are no complaints to report.

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 that hand washing procedures consistently reduce the risk of cross infection

### **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):

- ensure that children's assessments clearly show their achievements so that the next steps for progression can be planned
- increase the information available to parents specifically related to how their child is progressing.

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