



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 140995

DfES Number: 585214

INSPECTION DETAILS

Inspection Date	09/06/2004
Inspector Name	Mary Daniel

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Jumping Beans Pre School Portland
Setting Address	Weston Scout Hall Weston Portland Dorset DT5 2DA

REGISTERED PROVIDER DETAILS

Name	The Committee of Jumping Beans Preschool
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ORGANISATION DETAILS

Name	Jumping Beans Preschool
Address	Weston Community Hall Weston Road Portland Dorset DT5 2DA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Jumping Beans Pre-School was established in 1991 and operates from the Scout Hall, situated in the village of Weston on Portland. It serves the local communities of Weston and Southwell, and surrounding areas. Children have use of three rooms, two for general play and an adjoining room used for quiet play activities. There is an enclosed and safety surfaced outdoor playground.

Jumping Beans is run by a management committee and is registered for full-day care to accommodate 26 children between the ages of 2 - 5 years. The pre-school is open each weekday, in term time only, from 09:00 - 15:00, with morning and afternoon sessions available. At present there are 48 children on the register. There are currently no children who speak English as an additional language, but the pre-school supports a number of children who have been identified as having special educational needs.

There are six members of staff who work directly with the children, the majority of whom are experienced and qualified in child care. The group is in receipt of government funding for three and four year olds. There are currently 28 funded 3 year-old and 9 funded 4 year-old children on roll. The group is a member of a local support group and links have been formed with the Early Years advisory teachers and the local Early Years development and Child Care Partnership.

How good is the Day Care?

Jumping Beans Pre-School is providing satisfactory care for children. There are clear operational procedures in place, which support staff well in maintaining a smooth running daily routine. Staff are experienced and complete regular training, but some are not fully aware of how the groups registration links with the National Standards. Children are cared for in a happy, inviting play environment, which is well laid out with a wide range of clean and exciting toys and resources.

Safety prevention in place is appropriate and is monitored through a detailed risk assessment system. There are suitable hand washing facilities for children, which

they can use independently. Children are encouraged in their awareness of healthy eating through cooking and play activities, but this is not as regularly promoted at snack time. All children are valued within the setting and positive images of other cultures are displayed, helping children to respect the differences within their world.

Children enjoy a range of motivating activities and become absorbed in their play. They relate very well to staff who give a reassuring approach and act as good role models in encouraging positive behaviour. Children with special needs are included well within the group, and their particular needs respected. Staff have completed a child protection course, and all are trained in first aid.

Staff form good relationships with parents who are encouraged to be involved within all aspects of the setting. Staff aim to keep strong links with the community, such as with the local primary schools. Overall, documentation is in order although some records are not fully detailed.

What has improved since the last inspection?

At the last inspection the pre-school were set actions relating to a safety issue, forming a lost child policy and providing evidence of required documentation.

These have been addressed effectively with the use of socket covers, and this is monitored through the group risk assessment system. There is now a lost or uncollected child policy in place and photo copies of staff driving documents are kept on file.

What is being done well?

- The staff work very well together as a team. They are aware of their own daily responsibilities and maintain clear daily routines for children. Staff are all committed to their work and give a caring and supportive approach which helps children to settle and feel confident within the setting.
- The pre-school premises are bright, attractive and welcoming for parents and children. Space is used effectively to create different areas of play. Children can access a range of exciting play resources which are used well to support and encourage children's interest.
- This is very much a community group, with a supportive management committee and parental involvement is encouraged very well. Staff keep parents well informed of events and activities, and value their support, for example; with fundraising events for the recent rebuilding work.

What needs to be improved?

- the staff's awareness of how the National Standards for registration support their overall practice, and the format and details of some documentation, to ensure all required details are recorded and used with regard to confidentiality

- the provision offered to encourage children in their awareness of healthy eating on a regular basis, particularly at snack time

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Extend staff awareness of the National Standards, to include the required records for registration to ensure full details are included and the used format allows for confidentiality in use.
8	Increase the opportunities provided to raise children's awareness of healthy eating practices.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Jumping Beans Pre-School is of good quality overall, and experienced and trained staff plan a variety of purposeful play activities to help children in making generally good progress towards the early learning goals. Staff form good relationships with the children and give a positive approach to play which impacts well on their learning.

Teaching is generally good with some very good aspects to support children's learning in their mathematical development and knowledge and understanding of the world. Staff are working with a new planning system this term, which overall covers each area of learning and provides a balanced curriculum. They work efficiently as a team and keep secure daily routines, which helps children to settle in happily. Staff use effective questioning well, to help children think for themselves, for example; as they play in the home corner and using the play food discuss how to make pizza. Children enjoy their play, although organisation of some larger group times is not fully effective in supporting all their needs, and some activities do not provide sufficient challenge. Staff listen and talk with the children and promote good behaviour well, using praise regularly.

Leadership and management are very good. There are comprehensive operational procedures followed and staff are supported well in their own development, and attend regular training opportunities.

Partnership with parents is generally good. Staff interact well with parents and respect them as their child's first educator. Regular newsletters are issued giving details of current events within the pre-school, although there are no formal opportunities to share information on their child's progress. Parents are very supportive and have helped in decorating the recently re-furbished premises, and they continue to help with fundraising activities.

What is being done well?

- The pre-school has strong leadership and management. Staff and committee co-ordinate procedures very well to provide clear direction in their continual aims for improvement.
- Staff are committed to their work. They give a positive approach to learning, which impacts well on the children, helping them to enjoy and gain achievement in their play.
- There is a range of meaningful and exciting activities to support children's developmental progress along the stepping stones.

What needs to be improved?

- the use of the written word within the play environment to extend children's recognition that information can be relayed in the form of print, and to increase their awareness of linking sounds with letters through more planned and spontaneous experiences
- the grouping of children for some larger group activities, to ensure they can all participate confidently, while receiving sufficient challenge in their learning at their own level of ability, particularly with developing some outdoor play sessions
- the opportunities for children to use their creativity and imagination in art and design particularly within adult directed activities.

What has improved since the last inspection?

The group have made generally good progress since the last inspection. They have organised easily accessible storage units of creative materials to enable children to choose their own resources, and include writing implements within role play areas. Children are beginning to use their own initiative well as they pour their own drinks and share out the biscuits. They are also able to use the toilet independently, and store and fetch their own lunchboxes. Grouping of children has been organised to allow for some smaller group work which helps to support the less and more able child, but this is not as effective within some larger group activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are mixing well within their peer groups. They enjoy and become absorbed in their play, although some have less concentration in some larger group sessions. They are beginning to use their initiative as they help to tidy away the toys and they take off and put on their own shoes, but can access only a few play resources independently. They are aware of group boundaries and start to learn right from wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children begin to use mark making implements, with increasing control and most are able to ascribe meanings to marks, and some begin to form recognisable letters. Children handle books carefully and listen with enjoyment to the story of 'Chicken Licken'. They start to recognise the rhythm in the spoken words as they anticipate each animal's name, but spontaneous opportunities to link sounds with letters and recognition of the written word are not as well promoted.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have interest in numbers as they solve simple problems, for example; as they decide which is the longest line of children who are ready to go out to play. They join in enthusiastically with counting and learn to count on one more at register time, as another child arrives to play. Children are recognising shapes through matching games, and as they make models using square, triangle, and rectangle shaped bricks. They make a circle together as they join hands for their musical ring games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have great curiosity in discovering change when melting ice and blowing bubbles. They show wonder and awe as they see a baby calf in the fields. They begin to operate the racing cars around a scalextric track. They learn about other cultures through the positive images displayed, and this is reinforced through themed activities on transport and holidays around the world. Children develop a sense of time and place as they use the time line photos, and visit nearby Portland Bill.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move confidently as they slide, climb and scramble on the climbing frame. They use increasing control with one handed tools as they dig and pat their sand castles. They generally negotiate space well indoors, but this is not as well supported in some outdoor play sessions. Children begin to use hand-eye co-ordination well as they try to bat a ball, or spin the hoop across the playground and develop their fine motor skills as they colour in a picture.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy mixing colours as they blow paint bubbles to print. They use their imagination well in role play and become absorbed in their small world play. They express excitement as they explore sound when playing the musical instruments. Chances for them to use their imagination or show individual creativity through art and design, are not as well promoted in some adult led activities. Children explore a variety of textures such as play dough, chalk and clay.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- make more use of the written word within the play environment, and to provide more planned and spontaneous experiences for children to continue their awareness of linking sounds with letters
- review the grouping of children for some larger group activities, to ensure they can all participate confidently, while receiving sufficient challenge in their learning at their own level of ability, particularly with developing some outdoor play sessions
- develop the opportunities for children to use their creativity and imagination in art and design, particularly within adult directed activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.