



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509484

DfES Number: 583419

INSPECTION DETAILS

Inspection Date	02/02/2004
Inspector Name	Rebecca Trow

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	JELLY BABIES PRE-SCHOOL
Setting Address	Longbrige Methodist Church Bristol Road South BIRMINGHAM WEST MIDLANDS

REGISTERED PROVIDER DETAILS

Name	The Committee of Jelly Babies Pre-School 1040732
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ORGANISATION DETAILS

Name	Jelly Babies Pre-School
Address	Longbridge Methodist Church Bristol Road South, Northfield Birmingham West Midlands B31 2AD

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

Jelly Babies Pre-School opened in 1967. It operates from two rooms in a church hall in Longbridge in Birmingham. The pre-school serves the local area.

There are currently 31 children from two to four years on roll. This includes 21 funded three-year-olds and five funded four-year-olds. 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 five days a week during term time. Sessions are from 09.15 to 11.45 on a Monday and Friday, 09.15 until 14.00 on a Tuesday and Thursday and 9.15 until 13.15 on a Wednesday.

Seven staff work with the children. Two staff have early years qualifications to NVQ level 3. Two staff are working towards NVQ level 2. The setting receives support from a support teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Jelly Babies Pre-School provides good quality care for children.

Staffing levels are good and the staff team are working towards ensuring the minimum qualification level is met. The group is generally well organised and staff are deployed effectively, ensuring all areas are adequately supervised. Staff welcome parents and children on arrival and the room is always prepared before children arrive, which helps children to settle. Children have access to a good range of toys and resources which represent equal opportunities and anti discriminatory practice. All documentation is maintained though some lacks detail.

Staff are vigilant about children's safety and ensure the premises are kept secure at all times. Documentation relating to accidents and medication is accurate and detailed. Staff place emphasis on health and hygiene and three staff hold a Basic

Food Hygiene certificate. Staff cater for children's individual dietary requirements appropriately and sit with the children to ensure mealtimes are social occasions. Staff and parents work closely together to ensure that children's individual needs are met and staff work with other professionals to ensure children with special needs are included in all areas of the curriculum. Staff have a good understanding of all issues relating to child protection and share the procedure with parents. However the procedures need to include the strategies used to manage children's behaviour.

Staff plan a varied range of activities for children which are undertaken alongside opportunities for free play . Staff sit with the children and offer assistance where necessary. Staff have clear and consistent strategies for managing children's behaviour and emphasis is placed on encouraging positive behaviour.

Partnership with parents is good and staff regularly discuss children's progress with them. Parents are provided with a comprehensive welcome pack which details all aspects of care.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous Inspection.

What is being done well?

- Staff provide care in a child focussed environment which is prepared before children arrive, to ensure they feel welcome and settled.
- Staff plan a range of activities and interact well with the children, involving themselves in their play and using age and stage appropriate language to support children's learning.
- Children have access to a good range of toys and resources, many of which reflect positive images of race, gender and disability.
- Staff treat all children with equal concern and work closely with parents to ensure children's individual needs are met.
- Partnership with parents is good and staff make time each day to share information with them to ensure they are fully informed of all aspects of their child's care.

What needs to be improved?

- the behaviour management policy
- the complaints procedure
- the child protection procedure

Outcome of the inspection

Good

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
11	Ensure the behaviour management policy includes strategies for managing unacceptable behaviour.
12	Ensure the complaints procedure is consistent and includes the name, address and telephone number of the regulator.
13	Ensure the child protection procedure is accurate and consistent with current Area Child Protection Committee (ACPC) procedures.

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

How effective is the nursery education?

Jelly Babies Pre-School offers generally good nursery education. Children are making generally good progress towards the early learning goals and progress in communication, language and literacy, physical and creative development is very good.

Teaching is generally good. Staff have clear knowledge of the early learning goals which has developing further with input from the Early Years Development Childcare Partnership (EYDCP). Children are generally challenged appropriately though more able children are not always given the chance to extend their learning. Staff plan a range of stimulating activities which are available to all children. methods used to help children with special needs to progress are very good and staff work closely with other professionals and parents to ensure children's needs are met. Behaviour management is very good. Staff show a good understanding of the written policy and positive behaviour is encouraged and rewarded with praise. Staff organise time and resources well, ensuring that all areas are supervised and structured activities are managed. The use of assessment is good and staff review children's progress when devising future plans.

Leadership and management of the setting is very good. The staff team is committed to the improvement of the care and education provided and review their performance regularly. They meet on a regular basis and communication is good.

Partnership with parents is very good. Staff provide parents with comprehensive written information relating to the curriculum and make time each day to discuss children's progress with them. Parents complete an entry profile which enables staff to understand the children better and they are encouraged to play an active role in there child's learning.

What is being done well?

- Children form good relationships with staff and peers. Their behaviour is good and they often initiate their own play in small groups.
- Children express their imagination through a range of activities such as role play and art. they sing and enjoy a range of songs and rhymes, often matching their movements to music.
- Children's physical development is very good. They execute a range of movements with confidence and use a variety of tools and equipment with skill.
- Staff provide parents with comprehensive information about the setting and their children's progress. They make time each day to talk to parents and also share information formally at regular parents evenings.

What needs to be improved?

- children's linking of sounds and letters
- children's use of language to compare numbers
- methods used to challenge more able children

What has improved since the last inspection?

At the previous Inspection the setting agreed to develop and extend the use of computers. Since then the setting has purchased CD ROMs and staff have attended training relating to the use of computers. Children now make regular use of the computer. The staff have also increased use of equipment such as calculators and audio equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with staff, peers and others. They play together in pairs and small groups, often initiating games. Children's behaviour is good and they respond well to requests and instruction from staff. Children's independence is developing and they regularly select resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak to staff, peers and others with confidence and often talk about what they are doing and whether they are enjoying it. They select books and listen attentively when staff read stories and they are able to recount their favourite stories. Children do not often link sounds and letters and though they use the writing area every day they do not write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number names in a range of contexts and can match numbers to objects correctly. They recognise and identify shape and compare size. Though children are beginning to calculate during number rhymes they do not use language to compare numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show interest in how and why things work, often exploring everyday items to compare them. They use electronic and computer equipment with increasing skill and confidence. Children do not discuss their environment and features they like or dislike.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the setting safely, linking a range of movements and showing an awareness of others. They use a range of large and small tools and equipment with increasing dexterity. Children recognise the effects of exercise on their bodies and understand that they need to rest afterwards.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use their imagination during a variety of activities and express ideas and feelings freely. They sing a range of familiar songs and rhymes, often matching their movements to music. Children respond to different activities with excitement and talk about why they enjoy them.

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

- provide more opportunities for children to link sounds and letters
- provide more opportunities for children to compare numbers
- utilise opportunities for more able children to extend their learning

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.