

Jumping Beans Pre-School Portland

Weston Community Hall, Weston Road, Weston, PORTLAND, Dorset, DT5 2DA

Inspection date	20/09/2012
Previous inspection date	21/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The pre-school is very well resourced. Areas both indoors and out are inviting and exciting for children and encourage them to get fully engrossed in their play.
- There is a strong emphasis on self-evaluation throughout, helping the setting to continually make improvements in the service provided to children and their families.
- Staff are skilful in their interactions with children and have high expectations, helping all children to make good progress in their learning and development.
- Staff are vigilant about safety and instil a strong awareness of safety in the children. This helps children to evaluate safety as they play, enabling them to take safe risks.

It is not yet outstanding because

- Children who learn English as an additional language are not consistently encouraged to use their home language in the setting.
- Resources to encourage children to use their imaginations and be creative are not freely accessible.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Samantha Powis

Full Report

Information about the setting

Jumping Beans Pre-School is a committee run setting established in 1991. It operates from the Community Hall, situated in the village of Weston on Portland, Dorset. It mainly

serves the local communities of Weston and Southwell, but children also attend from further afield. Children have use of two playrooms and there is an enclosed area for outdoor play. Jumping Beans is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for up to 26 children from two years of age. There are currently 27 children on roll, all of these are in the early years age group.

The pre-school is open each weekday during school term times, from 9am to 3pm. Children may attend all day or for morning or afternoon sessions. A lunch club operates between 11.30am and 12.30pm. The pre-school welcomes children in receipt of free early education for two, three and four year olds. They support children who learn English is an additional language and those who have special educational needs and/or disabilities. There are five members of staff who work directly with the children. The manager has Early Years Professional status and all remaining staff hold qualifications at level three.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for children whose home language is other than English, to use that language.
- improve the programme for expressive arts and design by increasing children's access to creative resources and materials which enable them to imagine and develop their projects and ideas whilst they are still fresh in their minds and important to them.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are enthusiastic, curious and keen to learn. This is supported by the skilled interaction of staff who challenge children through open-ended questioning and value their comments and contributions. Activities link closely to children's interests and preferences due to the secure assessment procedures used by staff. This means children become engrossed and fully involved in their play. Evaluations of activities and the areas used by children help staff to continually improve the environment to support children's learning. For example, the mark making area has recently been evaluated and re-organised, resulting in many more children using mark making in their play. Overall, children have easy access to an excellent range of toys, equipment and resources that support their learning. However, creative resources such as paints, recycled materials and papers are not always accessible to fully encourage children in exploring this area. Excellent use is made of both indoor and outdoor areas to promote and extend learning,

enabling children to play and learn in a way which is right for them. For example, children explore the imitation mini-beasts in the compost and sawdust trays indoors, and then go outdoors to help make a 'bug hotel' using natural resources they have gathered during a nature walk. This well considered approach and good support helps to ensure that all children make good progress in their learning and development throughout all areas of learning.

Children are confident communicators; they make their needs known and enter into detailed conversations about how and why certain things should be done. For example, with the support of a member of staff, they discuss how they can stop the water escaping from the bottomless container in the water tray. They consider and try out several ideas before finding a solution that works highlighting their ability to think critically and solve problems. Focused activities and games linked to the Every Child a Talker programme support children in making rapid progress in their language skills, narrowing the gap in this area for some children with identified needs. Children who speak English as an additional language use tools such as photographic time lines, pictures and simple signs to help them communicate. However, staff do not always use strategies which actively encourage children to communicate in their home language.

Children are involved in simple mathematics as they consider the number of blocks that will fit in the scoop of the crane, and then compare their different shapes and sizes to find the ones that are best fit. They use books for reference to support their learning as well as enjoying fictional stories. A walk along a path enables children to re-enact stories as they squelch through mud and swish through the grass. Children have plenty of opportunities to develop physical skills. They use the crates and planks to build their own bridge which they then balance across and climb confidently in different ways to access the top of the playhouse. Children are settled and secure within the familiar routines and consistent boundaries and expectations. They understand how they can help each other and are gaining the ability to work together with others.

Staff gather accurate information through observations and discussions with parents to help them establish children's starting points and stage of development. This enables them to plan activities that will support children in building on what they already know to gain new skills. They are developing systems to complete two-year-old progress checks for the younger children. Parents are kept well informed of children's learning; frequently sharing children's 'learning journeys' with key persons. This helps them to feel fully involved in their child's learning and promotes consistency.

The contribution of the early years provision to the well-being of children

Children are settled and secure and develop strong bonds with their key person and the friendly and caring staff team. Secure settling-in arrangements mean children are able to separate from parents or carers confidently. They become increasingly independent in their personal care needs. For example, children follow the pictorial time line that reminds them to wash their hands. They use the soap, water and paper towels to make sure their hands are clean before they have their snack.

Staff are consistent in their expectations with regards to children's behaviour, sometimes drawing children's attention to the 'Golden Rules' board to remind them. They learn to share, take turns and consider the needs of others as they play, helping them in building relationships. They consider the feelings of others as they use the happy and sad face board to reflect the way they are feeling or the way they have made others feel. Children receive lots of praise and encouragement making them feel proud of their achievements and encouraging them to have-a-go. Through playing with resources that positively reflect differences, they learn to respect and value diversity and consider the needs of individuals. The setting has developed strong links with the local schools to which most children go on to attend. Teachers visit the pre-school and children visit their new classrooms, gaining confidence whilst being with familiar adults. This helps ease their transition into mainstream school.

Staff are vigilant about safety at all times. Risk assessments are completed and safety monitored throughout the session. Children are encouraged to participate in risk assessing areas within the pre-school, raising their awareness of how to keep themselves safe. The environment is very well maintained and positive practices are followed to support children's health. Children enjoy healthy snacks and drinks during the day. As staff sit with children to have their lunch, they talk about the contents of their lunch boxes and how certain items can help to support their health.

Indoor and outdoor play areas are used well to support children's learning and benefit children's health. Children explore all areas confidently, accessing toys of their choice from the very wide range available. There are quiet areas for rest and easily accessible toilet facilities which enable children to become increasingly independent in managing their personal care needs.

The effectiveness of the leadership and management of the early years provision

Strong leadership and effective team working means that all those involved within the setting strive to offer the very best care for children. All have a clear understanding of their responsibilities in meeting the Early Years Foundation Stage requirements for both learning and development and welfare. This is due to thorough induction procedures and ongoing supervision. Staff are well qualified and have a positive attitude towards continuous professional development. This helps practitioners to improve their knowledge, understanding and practice to benefit the care and support they offer to children. Regular staff meetings help to ensure a consistent approach, which means children feel secure and settled.

Thorough self-evaluation and careful monitoring of the provision offers the management opportunities to identify strengths and weaknesses. Once identified, weaknesses are prioritised and acted upon so that positive improvements are made for the children. For example, children benefit greatly from playing outside, but this is difficult during winter months due to the exposed position of the setting. Funding has been sourced for a shelter

to be constructed to enable children to use the area all year around, therefore improving their opportunities, experiences and their learning. All aspects of the curriculum are reviewed regularly. This helps staff to identify children's needs and learning preferences and provide them with a broad curriculum that supports their development.

Staff have a consistent knowledge of all policies and procedures and are updated when any are reviewed. For example, all staff are fully aware of new policies implemented to enhance the settings safeguarding arrangements. Rigorous procedures are followed with regards to staff recruitment and vetting, which includes checking the suitability of staff, students and volunteers. This helps to protect children from harm.

Strong partnerships with parents, carers and others involved help staff to meet children's needs. Detailed information is provided for parents about the setting. This includes invitations to workshops, providing them with a thorough understanding of the Early Years Foundation Stage requirements and how staff implement these to support each child in the setting. Links between key persons and parents are strong, ensuring ongoing information sharing to promote consistency. Parent's views and ideas are welcomed and actively encouraged. They make suggestions for activities on the board in the hallway and respond to questionnaires which enable staff to make changes which will have a positive impact for children attending.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	140995
Local authority	Dorset
Inspection number	813993
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	27
Name of provider	Jumping Beans Pre-School
Date of previous inspection	21/01/2009
Telephone number	07703 708 429

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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