

Jumping Beans Pre-School (Bean)

Bean Youth & Community Centre, High Street, Bean, DARTFORD, DA2 8AS

Inspection date

Previous inspection date

12/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have developed systems that enable key workers to get to know children before they start at the pre-school. By staggering the first attendances of the two-year-olds this has ensured children settle-in quickly and staff get to know them and can meet their individual needs more easily.
- Parents have excellent relationships with staff, particularly with their child's key person, so that children receive support that is tailored to their individual needs and they experience consistent strategies both at home and at the pre-school to address any individual needs they have.
- Children behave well, they respond positively to staff and develop their ability to share and take turns with each other. This has resulted in successful transitions to school as children are confident and understand expectations and rules.
- Children are happy, keen to learn and rapidly growing in self-assurance because of the good quality relationships they have with staff. All make good progress because the communication between staff and children is very good and enables children to confidently ask for what they want or need.

It is not yet outstanding because

- Staff do not make the most of opportunities to encourage children to make marks by providing an assortment of written resources, particularly in the role play area, to stimulate children's writing before they start school.

- Opportunities for staff to use stories and rhymes in languages other than English in order to support children learning English as an additional language are not consistently offered.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of the snack bar activity.
- The inspector talked with several staff, parents and had discussions with the providers and supervisor.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff suitability records.

Inspector

Susan Scott

Full Report

Information about the setting

Jumping Beans Village Pre-School registered in 2012 as a limited company. It was previously registered with the same owners as a partnership. It is one of three privately owned groups in the Dartford area and operates from the community hall in the village of

Bean. Children have access to a fully enclosed outside play area. The setting is open from 9.15am to 12.15am each weekday and on Thursdays 9am until 12 noon and 12pm until 3pm, term time only. The group serves the local community and families from further afield. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 44 children on roll from two years to under five years, some of these receive funding for early education for two- three- and four year olds. The pre-school supports children who are learning English as an additional language. A team of eight staff are employed to work with the children. All but two members of staff hold appropriate early years qualifications. The providers are both qualified to degree level. Bank staff and the providers, cover for staff absence. The group receives support from Kent Early Years.

What the setting needs to do to improve further

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

- model writing for a purpose, for example, shopping lists, messages for parents, or reminders so that children experiment with writing during role play and other activities
- increase the use of rhymes, stories and stories from many cultures, sometimes using language other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one.

Inspection judgements

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

The atmosphere of the pre-school is welcoming and purposeful. Children clearly enjoy learning through play. All enter happily, even those who have recently started attending. They are keen to choose their play from interesting experiences offered. Staff support and stimulate children's learning and provide individual attention whenever it is needed. For example, staff skilfully support younger children who find it difficult to join in group games so that they are not left out. Staff use good teaching techniques which ensure all children make good progress. For example, staff build upon children's enthusiasm for sharing stories by encouraging them to tip-toe into the partitioned area of the room as quietly as they can. The children are all interested in listening to the story because they are given plenty of opportunities to be involved. They shake tambourines, rattle a drum, sing the song about the story and contribute their observations of the pictures. Children sing the

jungle song with gusto, showing their enthusiasm for learning.

Staff talk to children clearly, making good suggestions and encouraging children to think about what they are doing. They extend children's vocabularies by describing what children do. For instance, by saying the foam painting outside looks like mountains or Father Christmas which leads on to a discussion about lists for him. Staff successfully use mark making activities to encourage children's developing writing skills. They offer name labels and examples for children to copy from. However, they do not consistently provide examples of written information, such as menus, lists, and messages, in the imaginative play areas. Children visit the book corner independently and also enjoy sharing books with staff. Children learning English as an additional language are able to use books that reflect their home language, which enables them to feel valued and more able to use books that reflect language are able to use books that reflect their home language, which enables them to feel confident. However, there are not always consistent opportunities for all children to hear rhymes and stories in other languages and learn to value these.

Children who prefer to learn outdoors do so daily, and can use the garden or area at the side or front of the building, benefitting from open-door access to these areas. This allows them to decide for themselves when they wish to play outside. Most children are keen to use the outdoor areas, which challenges them to extend their physical skills by using scooters and bikes which they like to ride. Some children have developed the ability to 'scoot' along, balancing on one leg. Others like to play on the sit and ride toys or to push toys buggies inside and negotiate their way in and out of the role play area. They all develop their skills by having a variety of interesting physical activities they can choose from. Children practice gaining good hand and finger control in a number of activities. They use sieves, spades and containers in the sand tray, and enjoy pouring water from one container to another.

Staff plan activities to help children develop their early mathematics skills. They use daily routines to build upon children's understanding of numbers and quantities. For example, children discuss how much cereal they ate for breakfast during snack times. They hold up fingers demonstrating the number discussed and are developing their understanding of quantities. Staff demonstrate halves, quarters and other amounts when cutting up apples when they prepare the snacks.

Staff plan children's experiences to cover the seven required areas of learning, inside and out. The system for planning takes account of the next steps identified by all key persons so that every child experiences a relevant and interesting programme of activities. Children can choose from a wide range of materials and resources that add depth to children's experiences. For instance, sometimes they request particular toys which staff will fetch for them. Planning is adapted to respond to children's individual interests, based upon information from parents and frequent observations of children's play. Staff establish what children can do when they first start through talking with parents and asking them to complete a form detailing their child's development. Staff record children's achievements frequently, often through photographs in daily diaries, and supplement these with 'learning journals' that are readily available to both children and parents.

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

All children participate in the activities happily, including those who have started only recently, owing to the strong relationships they build with staff, particularly through the 'key person' system. The routines in the pre-school establish good quality emotional attachments, which help children feel secure so they quickly develop confidence and independence. For instance, by taking responsibility, (sometimes with help for the younger children), for washing their cups and plates after they have had a snack. Staff adapt settling in procedures to respond to the needs of the individual child and will change the key person if a child forms a bond with another member of staff. This is successful in enabling children learn to take an active part in all the routines and to form confident relationships with other adults.

Staff make clear their expectations of children's behaviour, so children quickly learn what is acceptable and manage to share and negotiate well. Children occasionally appeal to staff if others do not share toys appropriately. Staff organise themselves effectively and make sure they are always available to join in with children's play or provide support for children's care needs. For example, they are vigilant about asking the two year olds if they would like their nappy changed. Children's understanding of safety is frequently emphasised during the daily routines. They know that they must not play with the gate lock when they are playing and that they have to take care when going up or down the two steps in the front play area.

Children demonstrate independence in their personal care. Many decide when they need a tissue to wipe their nose and younger children fetch tissues to use when staff prompt them. Children learn to manage their lunchboxes at mealtimes and staff provide parents with leaflets to promote healthy eating. Children have made a healthy eating display which they often discuss and which encourages them to eat fresh fruits and vegetables. Children chat about their home lives with staff and describe what they have eaten for breakfast, deciding if it is good for them. Children benefit from activities and consistently applied rules which help them to prepare for their eventual move to school. For example, they make friends and learn good self-care skills which boosts their self-confidence.

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

Arrangements for safeguarding children's well-being are well understood and effective. The providers work effectively with all the staff to ensure any new staff are checked and suitable to work with children. The providers maintain a record of staff who work across the three sister settings and show who has been checked. This allows staff from the other settings, whose suitability has been checked, to cover sessions when required. The providers are familiar with procedures to protect children's welfare and are experienced at working with outside agencies when needed. Staff have regular safeguarding and first aid training. Recruitment, supervision and appraisal are focussed on providing the best facilities, support and experiences for children and their families that staff can deliver. For instance, staff recognise that children often form strong attachments to adults other than

their key person and so they change children's key persons where this will benefit them.

Self-evaluation is used to identify and address any issues raised by staff and parents. The provider works closely with several support staff from the local authority, actively seeking advice and acting on it, to improve the provision. The providers welcome suggestions to improve what they offer the children and their families and make changes accordingly. For example, they have changed the entry system and established a snack bar for the children to choose when to have their snack. Good support for staff development results in staff who attend courses regularly and build upon their qualifications. The providers are a positive model for professional development as they have both recently achieved degrees.

Parents are enthusiastic about the provision and many informed the inspector of their great satisfaction with the relationships they have with staff. Parents are familiar with their children's development and progress because they access their children's records frequently and they appreciate the positive conversations they have with staff on a daily basis. It is apparent from the comments parents make that the children benefit from the welcome extended to parents. This includes offering early settling-in sessions and supporting the parents and children when potty training, so children benefit from a consistent approach.

Consent is obtained to enable staff to confer with specialist agencies or professionals if there are queries about children's individual needs. Staff are keen to implement the advice provided to support the children. The provision values their relationship with the local school, particularly the reception class teacher who regularly communicates with them. Staff encourage parents to use the local Children's Centre and have built relationships with staff there to develop the range of information they can offer.

The Childcare Register

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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.
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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.
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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	EY447347
Local authority	Kent
Inspection number	797907
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	44
Name of provider	Jumping Beans Pre-School Ltd
Date of previous inspection	Not applicable
Telephone number	07771864937

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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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