

# Jumping Beans Pre-School (Greenhithe)

Greenhithe Community Centre, Alexander Road, GREENHITHE, Kent, DA9 9HH

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 13/11/2012     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |                     |
|--|-------------------------|---------------------|
|  | Previous inspection:    | 2<br>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

- The staff promote equality successfully. Children who are learning English as an additional language are supported well as staff spend time with the child's family to ensure they understand the child's needs.
- Staff recognise when children form a good bond with particular members of staff and make sure they become the child's key person to enable strong attachments.
- The leadership and management work well with staff, forming a confident and effective team. They share information to support children, planning and delivering experiences that match children's needs well.
- Parents have very effective relationships with their child's key person, resulting in consistent support, tailored to meet the child's individual needs and school transitions.

### It is not yet outstanding because

- There are fewer opportunities for younger children to build upon their understanding of numbers, such as adding one more, or taking one away, during activities and games.

## 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 provider/manager undertook a joint observation of the indoor activities
- The inspector observed children's play and staff interaction, during the risers session
- The inspector talked with several staff, providers and supervisor, and held discussions with the parents
- 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 Pre-School is one of three groups run by a private company. It opened in 2012, but previously operated under the same owners in a partnership. It is one of three privately owned groups in the Dartford area and operates from the community hall in the village of Greenhithe. The pre-school operates from a large room and a smaller room. There is access to two secure enclosed outdoor play areas. This pre-school is registered

on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 40 children aged from two years to eight years old may attend the pre-school at any one time. The pre-school is open each weekday from 9.15am to 12.15pm, and on Tuesday afternoons from 12.15pm to 2.45pm for the rising four-year-olds, term time only. There are currently 44 children aged from two years to under five years on roll. The pre-school employs eight staff. Six of the staff hold a level 2 or 3 qualification and the managers hold degrees in early years. Bank staff and the two proprietors, both of whom are also qualified, provide cover for staff absence. The pre-school 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:**

- further develop the opportunities for younger children to play games which relate to number order, addition and subtraction, such as hopscotch, skittles and target games.

### **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 children enter happily, even those who have recently started attending. They are keen to choose their play from interesting experiences on offer. Staff support and stimulate children's learning well and provide individual attention to extend children's learning. For example, staff plan children's experiences to cover the seven areas of learning, inside and outdoors. The system for planning takes account of the next steps identified by each key person 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 challenge and interest 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 observations, talking with parents and asking them to complete a form detailing their child's development. Staff record children's achievements frequently, often using photographs in daily diaries, and supplement these with learning journals that are readily available to view by both children and parents.

Staff build upon children's enthusiasm for talking about the world by encouraging them to identify a continent, such as Africa, by standing on the correct area of the carpet which

represents a map of the word. The children are all interested in participating as their learning is fun, because it is made into a game. Children show their understanding of mechanical tasks by using toys drills to drill through cardboard. Staff talk to children constantly, making good suggestions and encouraging children to think about what they are doing. They extend children's vocabularies by describing what children do. For example, by describing the toy creatures in the water tray as 'enormous' when children use the magnifying glass.

Children develop their writing skills successfully by using the mark making resources to copy from their name labels. Older children spontaneously make lists for use in their imaginative play. Children visit the book corner independently and also enjoy listening to a story, when they are encouraged to join in, they do so with enthusiasm. Children who are learning English as an additional language are effectively supported to use their home language to express their needs, which enables them to feel valued and accepted.

Children who prefer to learn outdoors do so daily. They benefit from open-door access, allowing them to decide for themselves when they wish to play outside. Children show how much they enjoy imaginative play outside by using toy drills to drill holes when sitting inside large boxes. They also enjoy using playing outside where large apparatus challenges them to extend their physical skills. Children like to play with dolls and to dress them in the role-play area, developing their skills and understanding of imaginative activities. Children practise gaining good hand and finger control in a number of activities; they use sieves, spades and containers in the sand tray to pour water and filter sand.

Staff deliver activities to help children develop some early mathematical skills. Children develop their understanding of quantities when staff demonstrate cutting fruit into pieces when they prepare their snacks. Staff use daily routines to build upon children's understanding of numbers and quantities. For example, children are encouraged to count the toes on the teddy. However, younger children are not always encouraged to play games which use numbers and simple addition and subtraction, such as hopscotch and skittles and target games.

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

Children's well-being is nurtured through very effective provision for their personal, social and emotional development. All staff display sensitivity and a good understanding of how to organise the provision so that children feel secure and accepted. Children who are learning English as an additional language enjoy being here and show confidence in staff who value their home language which boosts their confidence and their progress. The key person system is used sensitively and effectively enhances all children's feelings of safety and the ability to trust the adults who care for them. For example, staff recognise when children bond with a particular adult and they have changed the key person to support children's emotional development more effectively. Children with special educational needs and/or disabilities are welcomed into the setting, with staff referring to specialist advisors to support children's varied needs.

Children know how to keep themselves safe. They respond promptly to reminders so that they do not use the slide too quickly after someone else and slide into the child in front of them. Children learn to keep safe in an emergency when they practise evacuating the building. They know where to assemble and wait for help. They have confidence in staff who promptly respond to any needs they express. For example, staff are vigilant in helping those who wear nappies recognise when they need the toilet. Children wash their hands before eating a snack and independently wash their cups and plates in bowls nearby. Occasionally, younger children need a reminder to dry their hands afterwards, but they all develop their independence well.

All children enjoy frequent use of the outdoor play opportunities and learn how to wear appropriate clothing for the weather. There are spare outdoor clothes and wellington boots to ensure all children can go outside everyday. Staff promote the use of interesting and adaptable play apparatus. For instance, a child pulls a large polystyrene block to the climbing frame and slide to create an extra step on one side which they use to climb to the first platform. Children choose when to help themselves to varied healthy options for snacks and learn how to pour a drink of water using small jugs if they are thirsty. Children enjoy visits from the local fire service and police, learning about the roles of adults which helps to develop their understanding of the in the community. Children behave very well, playing with each other and sharing resources without the need for staff to intervene. This results in children who are ready to confidently move on to the next stage in their development and ultimately, school.

### **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 make sure all staff are checked and suitable to work with children. The record of staff who work within the three sister settings are shared by all and show who has been checked. Therefore, staff are able to cover staff absences in the other groups within the organisation. The providers are familiar with procedures to protect children's welfare and are experienced at working with outside agencies when needed. Staff attend regular safeguarding and first aid training. Recruitment, supervision and appraisal are focused on delivering the best facilities, support and experiences for children and their families. For instance, staff recognise that children often form strong attachments to adults other than their key person, so changes are made where this is needed.

Self-evaluation is used effectively to identify and address any issues raised by staff and parents. The providers work closely with several support staff from the local authority, actively seeking advice and acting upon it to improve the provision. They welcome suggestions to improve what they offer the children and their families, making changes accordingly. For example, children can now use two outdoor play areas, one offers children the opportunity to take the resources they are playing with outside and extend their play freely and the other offers a secure play area where a variety of both small and large equipment can be left outside for everyday use. Good support for staff development results in staff building upon their qualifications and skills. For instance, the supervisor is

embarking on a degree in early years.

Parents are enthusiastic about the provision and many praise the work of the staff. They feel staff are extremely supportive and easily approached because they are listened to and well-supported. Parents are familiar with their children's development and progress because they access their children's learning journal frequently and they appreciate the informative 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, which includes offering early settling-in sessions and supporting them in potty training, so children benefit from a consistent approach.

Consent is used to confer with specialist agencies or professionals if there are queries about children's individual needs and staff are keen to implement the advice provided to support children. The provision values their relationship with the local Children's Centre and has developed their relationships with staff there to extend the range of information and support they can offer. Staff are keen to work with the local school and attached nursery to benefit children who move on to attend there.

### 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  |
|---------|--------------|--|
| 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

|                                    |                              |
|------------------------------------|------------------------------|
| <b>Unique reference number</b>     | EY447337                     |
| <b>Local authority</b>             | Kent                         |
| <b>Inspection number</b>           | 797906                       |
| <b>Type of provision</b>           | Sessional provision          |
| <b>Registration category</b>       | Childcare - Non-Domestic     |
| <b>Age range of children</b>       | 2 - 5                        |
| <b>Total number of places</b>      | 40                           |
| <b>Number of children on roll</b>  | 49                           |
| <b>Name of provider</b>            | Jumping Beans Pre-School Ltd |
| <b>Date of previous inspection</b> | Not applicable               |
| <b>Telephone number</b>            | 07981520446                  |

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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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