

# Jelly Beans Pre-School Day Nursery

Jelly Beans Pre School Nursery, Field View, Kingsnorth, ASHFORD, Kent, TN23 3NZ

## Inspection date

Previous inspection date

14/12/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

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 3

## The quality and standards of the early years provision

### This provision is satisfactory

- The environment is exceptionally spacious, offering children ample space to accommodate different play activities and choices.
- Children enjoy a varied and very healthy menu of food that is freshly prepared with monitoring of the salt and sugar content.
- Staff are particularly vigilant and ensure children are happy, well-settled and any individual needs they have are catered for well.

### It is not yet good because

- Planning for children's next steps is not consistent because it is not always accurately based on the observational assessments of each child.
- Some activities and routines are not well planned, which spoils children's enjoyment and learning opportunities.

## 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

- One inspector carried out this inspection.

The inspector spent time observing the outcomes for all groups of children: babies under two, two to two and a half year olds, two and a half to three and a half year olds and children over three and a half; both inside and outside. The inspector sought the views of children through discussion with them and observation of their play.
- Two parents were interviewed and their views taken into account.
- The inspector discussed leadership issues with the acting manager and deputy.

The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability; policies and procedures and the setting's self-evaluation.

## Inspector

Susan Scott

## Full Report

### Information about the setting

Jelly Beans Pre-School Day Nursery opened in 2000 and re-registered in 2012. It operates from a large, purpose-built building in Ashford, Kent. Children have access to four large playrooms, a sensory room and enclosed outdoor play areas. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7am to 6pm, 51 weeks of the year. There are 111 children on roll. The setting is in receipt of funding for the provision of free early education for two, three and four year old children. There are 31 members of staff working with the children, of whom 29 hold appropriate early years qualifications.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve planning for children's next steps by observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

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

- improve the organisation of activities, such as lunchtime, so that waiting to does not spoil children's enjoyment and learning opportunities.

### Inspection judgements

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

The nursery is spacious and well equipped. The learning environment offers a range of materials and resources that meet children's needs. Children are making suitable progress in their learning and development as staff provide experiences to cover all the required areas of learning, indoors and out, and plans show a balanced programme of activities. Staff establish what children can do when they first start by talking with parents and using a form which collects information to guide staff care. Staff share regular summaries of children's learning with parents in the form of a 'unique story' and parents are able to contribute their ideas and comments on this. However, planning is not securely based

upon accurate observations of children's interests, or what children can do, to plan activities that consistently challenge them.

Staff record children's achievements frequently, supplementing these with photographs in children's folders that are readily available to both children and parents. Staff use this information to update children's 'unique story's' which record their ongoing progress and plan their next steps. Staff track all children's progress and use their records to inform the two year progress checks for children over two.

Staff support children's play experiences and talk to children about what they are doing, enabling them to follow their interests. For example, in the baby room, staff follow children's lead by putting stacker cups on their heads and talking about hats and name the colours of their 'hats'. They fetch extra resources based upon children's requests or interests. For instance, a member of staff fetches a book showing ducks on a pond when a baby has been to feed the ducks at home. One child constructing a building with connecting bricks asks for a clock and is given the toy clock tower by a staff member who asks him about this and is told it is now time for breakfast. This results in children who enjoy their play and learning, but the teaching does not always challenge the children, for example, by asking open-ended questions about what they see and are doing.

Children enjoy learning through play and they all enjoy coming to the nursery. They are mostly engaged in the activities that are prepared for them or those that they can select for themselves. For example, staff organise an activity based upon a musical tape; a marching game with teddies to build upon the toddlers physical skills. The adult then finds a story about the animals on the tape. Another member of staff talks about the sequins they are using, offering new vocabulary. Babies are encouraged to experiment with painting and shown how to use the sponge brush to dab water onto the 'magic' mat.

Older children use pencils for writing and drawing, holding them correctly; some of them are able to write their names making recognisable letters. All children enjoy sharing books with staff who might read the story, or just talk about the pictures and ask them questions about these; for example, children in the pre-school room discuss which fruits they enjoy eating and talk about the pips in apples and stones in peaches which they see illustrated.

Children practise their hand and finger control through practical routines; for example, by using spoons and forks to feed themselves. They build upon their social skills at mealtimes when they sit in small groups at adjoining tables. However, the lunchtime routines does not engage them as they sometimes spend too much time waiting for their lunch to be served and become bored, due to insufficient planning.

Staff place appropriate emphasis on care of the resources and children respond well. They happily take on responsibility to tidy away activities and store their paintings to dry safely, so that they can take them home later. All children are keen to use the outdoor areas, which help them extend their physical skills and explore a variety of play, such as splashing in the puddles. They enjoyed reading a story about Africa. They learn how important the rain is and show their understanding of this by watering the cracks in the garden when they see them in the summer. Children enjoy regular outdoor play and they experience a variety of activities outside. Children learn about different customs and

cultures when they listen to parents who come in to talk about their own cultures and professions, such as dentists and doctors. They celebrate different festivals and learn about a variety of customs through these activities.

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

Children settle well, establishing close relationships with staff through the 'key person' system. Staff are skilled at building close bonds with the children; this is particularly evident with the babies and toddlers who benefit from the vigilance of the staff. Consequently, they develop secure emotional attachments, feel safe and develop confidence in the adults caring for them. Older children are well supported by staff in the pre-school room who spend time supporting their play and encourage them to talk about their ideas and experiences at home. All children receive good attention if they are uncertain or get upset. As a result, children rarely become upset because staff are quick to provide help and attention. For instance, when one toddler cries briefly, a member of staff picks him up and finds a tissue to wipe his nose, asking if he feels better. Such prompt and positive attention soothes him immediately.

All children benefit from a consistent and positive approach in managing behaviour, which results in an environment where children quickly learn what is expected and cooperate with each other. Staff provide good support for children's care needs, offering help with changes of clothes, or giving quiet reminders about washing their hands. Older children are independent in their personal care, competently washing and drying their hands and pouring themselves drinks if they are thirsty. They are aware that they have to wear appropriate clothes for the weather and manage to put on their boots and all weather playsuits with a little assistance from staff when they go outside to play in the rain.

Children benefit from very healthy foods for snacks and meals that are all freshly made on the premises. They enjoy fresh fruit and vegetables, and particularly enjoy their lunch of chicken breast in cheese and mascarpone sauce with sweet corn and pasta, for example. Desserts and snacks are balanced and healthy, and include fromage frais and breadsticks. Children are encouraged to learn what foods are healthy and to understand the need to drink enough fluids. Meals are adapted to take account of children's allergies, preferences and cultural needs. Because of the carefully prepared and varied menu, children are willing to try a good range of adventurous foods, such as green Thai curry and aubergines.

Children's understanding of safety is threaded through the daily routines. They learn to take care while using scissors and are encouraged to talk about a variety of safety issues both inside and outside the nursery. Learning how to cooperate, to behave according to expectations and learning self-care skills means all children enjoy their experiences and gain sufficient skills and positive attitudes to underpin their transitions to different rooms and eventually to school.

### **The effectiveness of the leadership and management of the early years**

## provision

Arrangements for safeguarding children's well-being are secure and understood by all staff. The manager ensures all new staff are familiar with procedures that protect children and know what to do in an emergency. There are clear procedures to monitor staff's ongoing suitability to work with children. Action plans have led to recent improvement such as the monitoring of children's progress and development. The manager and staff have consulted with outside agencies and other professionals to support children with special educational needs and/or disabilities and ensure they obtain training to administer any specialist medication needed. Staff have regular safeguarding and first aid training and provide a safe play environment for children. For example, they have communicated the need for security to parents who never allow visitors into the nursery. This means every person entering the nursery is checked by staff to promote children's safety.

The acting manager and deputy work closely with staff from the local authority to improve the provision. They have a sound understanding of what needs to be done to secure improvement. Staff develop their skills by attending further training offered by the local authority and supported by the nursery owner. The acting manager and deputy are monitoring and developing the provision where there are inconsistencies in the delivery of activities. Staff have reviewed and made changes to the rooms and provision, introducing a sensory room and plan changes to the outside play spaces. They work together well identify and are addressing weaknesses in the provision so that all children are challenged and fully engaged thorough good planning.

Parents confirm that they find staff approachable and friendly. They feel well informed about their children's progress from the verbal and written information that is shared, and feel they have very positive relationships with key staff. They are asked to complete questionnaires where any improvements they request have been acted on. For example, teatimes were changed to suit family needs. Staff encourage parents to share information so everyone shares a consistent approach.

Children benefit from regular contact with teachers from the nearby school as they liaise with the nursery and staff share records. Children benefit from the welcome extended to other professionals who share their expertise and offer staff support in meeting the individual needs of children. Staff also attend meetings of specialist agencies to support children and their families and to encourage smooth transitions to other settings.

## 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
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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.
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	EY449227
Local authority	Kent
Inspection number	802616

<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Jelly Beans Day Nursery Ashford Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01233 501455

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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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