

Jellybeans Nursery & Pre-School

The Corner, 123 Moor Street, BURTON-ON-TRENT, Staffordshire, DE14 3SU

Inspection date

Previous inspection date

05/08/2013

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	3
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

- Staff have a sound understanding of the seven areas of learning and take account of children's interest when planning daily activities to help engage them appropriately.
- Children have a good understanding of familiar routines. They respond to these appropriately as they are aware of what is expected of them, particularly in regard to their behaviour.
- There are robust policies and procedures in place for recruiting and inducting new staff to help promote children's safety and well being.

It is not yet good because

- Children's starting points are not always accurately assessed which means that there is no firm foundation on which to base plans for future learning.
- Assessments and observations are inconsistently made so there is not always accurate information available to inform the next steps in children's learning.
- There is limited self-evaluation of the setting which means that areas for improvement are not identified and addressed.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities within the different areas of learning inside the setting and in the outdoor area.
- The inspector held discussions with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector looked at the suitability and qualifications of practitioners working with the children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carole Price

Full Report

Information about the setting

Jellybeans Nursery and Pre-school is privately owned and opened in 2008 and re-registered in 2013. It operates from rooms within Elim Corner in Burton-on-Trent. The nursery and pre-school serve the local area and beyond. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery and pre-school opens Monday to Friday all year round, with sessions available from 7.45am until 6pm. Children are able to attend for a variety of sessions. After school provision and holiday care are also available for children who attend Christchurch Infant School and Anglesey Primary School. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It provides funded early education for two-, three- and four-year-olds. It also offers support to children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery and pre-school employs 10 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, and six at level 3. Four members of staff are currently working towards a level 3 qualification. The setting receives support from the local authority. There are currently 12 children on roll within the Early Years Age range.

What the setting needs to do to improve further

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

- Implement a system to accurately assess children's starting points to ensure that every child's learning is tailored to meet their individual needs from the outset.
- Ensure that observations and assessments of children's progress are consistently completed and evaluated to provide a firm basis for the plans for children's next steps in learning.

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

- develop further the self-evaluation process to take account of the views of staff, parents and children so that all areas for improvement, including aspects of teaching and learning, are clearly identified and addressed.

Inspection judgements

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

Overall, staff have a sound understanding of the learning and development requirements for the Early Years Foundation Stage. They provide children with an educational programme that generally takes account of children's particular interests and enables them to be sufficiently well-prepared for their next stage in learning. Staff observe children at play and record their findings in each child's individual 'learning journal'. However, this is not done consistently for every child so there is not always a firm basis on which to plan for children's next steps effectively. Staff do not gather information from parents about what children can do when they start at the setting, nor do they complete rigorous assessments at this point. This means that they do not have a clear picture of children's starting points, to use as a basis for future plans.

Staff undertake regular progress checks for children aged between two and three years. They work in partnership with parents to ensure that the report clearly reflects children's progress and overall learning and development.

Children are supported appropriately by staff to develop their skills for communication and language. For example, when children investigate the vegetables in the role play area, they are encouraged to discuss their preferred vegetables and different ways of cutting them. Staff use open-ended questions appropriately to extend children's thinking and to encourage them to explore their ideas and share their thoughts with each other. As a result, children uses a knife to slice a courgette into circles whilst others break carrots in half.

Younger children enjoy making playdough and listen carefully following instructions. Staff encourage them to explore the mixture further by adding different food colourings and flavourings. Children respond to sensory questions about the texture and smell of the mixture saying 'sticky' and 'like cake'.

Some children attend the setting, speak English as an additional language. Staff engage with parents to find out the words children use in their home language to indicate their needs and for the things that are important to them. In addition, some resources, such as posters reflect languages children speak at home. The setting also celebrates a range of festivals and embraces different cultures. For example, children make cards to celebrate Eid and enjoy an Eid feast. Children visit a local mosque and discuss how people visit different places of worship according to their beliefs.

Partnerships with parents are developing throughout the setting. Staff engage parents with their children's learning appropriately. They are also encouraged to share information with regards to what their child is doing at home by recording comments on the 'proud board'. Parents have daily access to their children's 'learning journal', which informs them about their children's learning. Parents are also invited into the setting at lunchtimes and for stay and play sessions so they can meet with staff and learn more about the nursery

routines.

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

A stimulating and welcoming environment is provided for children of all ages. Babies and younger children are able to play alongside and interact with older children within the setting as they all share the same room. Staff encourage children to choose activities and resources for the different areas of learning during their daily circle time. Children move freely between the indoor and outdoor environment helping themselves to resources for their imaginative play.

There are effective settling-in procedures in place with staff working with parents to ensure that children's individual care needs are met. Children build close relationships with staff and other children and are keen to explore their surroundings. Staff demonstrate high expectations of children's behaviour reminding them of how they should sit when on the carpet having their legs crossed and sitting quietly. Children are reminded about rules inside such as not running and not jumping onto the furniture. They are aware of what acceptable behaviour is and receive regular, positive praise as recognition of this.

Children's individual needs are carefully considered by staff to ensure that they feel safe and secure. For example, when children struggle to settle staff use a quiet area to read favourite stories. This enables children to develop their confidence and settle in their own time and in their own way.

Children's dietary needs are met through the provision of freshly prepared meals. Care is taken to ensure meals are tailored to individual preferences and dietary requirements, and parents are clearly informed about how much children have eaten. A child is nominated as a helper at both snack times and mealtimes whereby they help prepare tables by cleaning them and setting out cutlery. Children are encouraged to be independent by serving themselves food and drinks.

Children recognise and respond to established daily routines. For example, when staff ring the bell children instantly recognise it as a signal to tidy up. Older children willingly help staff and their peers tidy away resources whilst happily singing together. They also sit patiently waiting for their turn to go into the bathroom to wash their hands.

All children thoroughly enjoy playing in the stimulating outdoor play area throughout the day. This ensures that they enjoy plenty of fresh air and exercise and develop their physical skills. Children are encouraged to explore the outdoor space and use the interesting play resources in different ways. Older children enjoy using water in squirt bottles and sponges to clean the windows whilst younger children empty and fill containers.

There are effective procedures in place that prepare children for their move on to school. Teachers from local schools are invited into the setting and information is shared regarding children's learning and progress. Children are also encouraged to share and

discuss information about their new school, which helps their confidence levels.

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

The manager has some plans to improve the quality of the provision. However, the self-evaluation process is not sufficiently robust as it does not take account of the views of staff, parents and children to ensure that all weaknesses are identified and addressed. Staff demonstrate some commitment to providing a quality service and understand the importance of professional development. Staff are encouraged to undertake further training in order to improve their knowledge and skills. The setting welcomes the support and advice of the local authority advisory team. Monitoring of the teaching and learning is not sufficiently robust. This means that weaknesses in this aspect of the provision are not consistently identified or addressed. There is some monitoring of planning and children's learning journals however this is not sufficiently rigorous to consistently identify where improvements are needed.

All of the necessary policies and procedures are in place. Some improvement has been made to the provision. For example, more resources have been provided for the mathematics area. Parents spoken to on the day of the inspection speak positively of the setting and are happy with the service provided. They have recently completed questionnaires making suggestions for improvements, some of which have already been acted upon.

Appropriate recruitment procedures and induction processes ensure staff's suitability is established and reviewed when they are employed. Appraisals are undertaken with staff on a six monthly basis. Recruitment follows a stringent process and there is an induction period for all new staff.

Children's safety is actively promoted as staff implement clear policies and procedures effectively. They can identify child protection concerns and take appropriate action to protect children. They are very clear about their individual responsibility to ensure action is taken should they become concerned about a child or about a member of staff's behaviour. The building and grounds are secure, which ensures that children cannot leave unaccompanied and helps staff manage the presence of visitors to the nursery. Staff have a clear understanding of risks, and health and safety concerns are promptly addressed.

Staff are aware of the importance of working with others involved in children's care and learning. There are some links with local schools, that support children when they move on, and parents are kept suitably informed about activities within the nursery and of their children's progress.

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 action. 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	EY459776
Local authority	Staffordshire
Inspection number	904614
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	0
Number of children on roll	45
Name of provider	Jellybeans Club Limited
Date of previous inspection	not applicable
Telephone number	07815 497 604

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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, which are usually the childminder's 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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