

Jumping Jelly Beans

St Pauls Church Hall, Culliford Crescent, Poole, Dorset, BH17 9ET

Inspection date	08/11/2013
Previous inspection date	29/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff are enthusiastic and highly motivated to provide the best possible experiences for children, meeting each child's care, learning and welfare needs exceptionally well.
- Children enjoy a wealth of stimulating and varied learning experiences that are rooted in their evolving interests. This promotes rapid development and is highly effective in helping to prepare children for their future learning.
- Staff have exemplary systems in place to settle new children into the pre-school. They develop excellent relationships with parents and children from the start, which strongly enhance children's all round development.
- Staff enable children to be active and motivated learners, this contributes significantly to the excellent progress all children make.

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.

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 spoke with the manager, staff, children and parents.
- The inspector observed children engaged in a range of routines and activities.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including all staff's records of suitability.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Josette Dyer

Full report

Information about the setting

Jumping Jelly Beans pre-school is a privately run group which opened in 2004. It operates from the hall of St Paul's Church, in Canford Heath, Poole, in Dorset and serves the local area. Children have access to the large hall, an adjoining smaller room, an enclosed outdoor area and have regular trips to the local woodlands.

The group is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 24 children on roll, all of who are in the early years age range. The group receives funding for the provision of free early education to children aged two, three and four.

The group is open Monday, Tuesday and Friday from 8.30am to 3.30pm and on Thursday from 9.15am to 12.15pm, during term time only. The group currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

A total of four staff work directly with the children, three of who hold relevant early years qualifications with the fourth currently working towards a level 3 qualification. The manager holds Early Years Professional Status. The group receive support from the local authority.

What the setting needs to do to improve further

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

- Enhance further the outdoor environment to extend children's opportunities to engage in role-play to continue to extend their imagination.

Inspection judgements

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

The dedicated staff team ably support children to make excellent progress in their learning and development. They enthusiastically join in with children's play and consequently, children eagerly engage in the activities available to them. Staff are passionate about enabling the children to lead the learning and this is highly effective in ensuring planning is rooted in the children's evolving interests. For example, a group of children show an interest in 'space'. Staff ask the children what they know about space and what else they would like to find out. This leads to staff and children exploring together a wide range of rich, varied and imaginative experiences that provide excellent opportunities for children to learn and develop. Staff meticulously evaluate planning to ensure they are promoting all areas of development and providing the best possible experiences for children.

Staff record each child's individual progress through written observations, photographs and the children's own words and pictures. From these staff make sensitive assessments of the children's development, which they use to inform the next steps in their learning. Staff carry out the required progress check for two-year-old children. Staff work closely with parents to share this information, therefore they are able to identify and address any concerns at an early stage.

The pre-school session is extremely well organised, with a good balance of child initiated and adult led activities. Children benefit from individual and small focus group times with their key person, where staff provide specific experiences relevant to each child's age and stage of development. For example, staff lead an activity to support children to develop their speech and language skills. Staff continue to promote these skills less formally throughout the session. They skilfully model words and sentences alongside children as they play. The flexible routine provides the time and space for children to become deeply involved in a wide range of stimulating activities. Staff are aware of children's different learning styles and abilities, for example they offer activities that cover all areas of learning both indoors and outdoors, which significantly contributes to meeting the needs of those children who learn best outdoors. Consequently children are active and motivated learners. However there is scope to extend opportunities in the pre-school garden for children to engage in role-play, to enhance their imaginary skills further.

Staff provide excellent opportunities for children to learn about the world around them. Children explore nature first hand in the pre-school garden as they watch for frogs in the pond they helped to dig and look for insects in the 'bug house' they built from fallen branches and twigs gathered from the local woods. Children regularly go for walks into the woods, which further enhances their experience of nature. Staff provide children with a wealth of opportunities to help them respect different cultures, religions and lifestyles. For example a teacher comes into the pre-school to teach children French each week. Children sing and speak French words spontaneously in their play, developing excellent skills for the future as they learn a new language. Children see a wide range of positive images of diversity through the displays around them and the resources they use. Staff organise activities that recognise a rich range of differing festivals that people celebrate around the world. Staff particularly find out about each family's culture and belief and include these in their planning. For example children enjoy joining in the traditional way Polish people celebrate Christmas as a direct response to families in the pre-school. This helps to boost children's self esteem as they see their traditions valued. Staff provide a highly inclusive environment for children of all ages and abilities, where children are learning to respect and value each other and play together in harmony.

Children delight in playing outdoors in the rain. Younger children experiment with splashing in puddles and staff encourage older children to wonder "how deep" the puddles are. Staff encourage children to challenge their own physical skills. For example they praise, but do not interfere as children build a walk way and persevere at balancing across it. Children are expert at using real tools and exclaim with pride 'I did it' as they use a hammer to bang nails into wood. Older children are beginning to recognise their written name and make attempts at writing familiar letters throughout their play. Staff ably support this by sounding out letters as they write. Children frequently choose to look at

books, and even younger children notice the words saying 'this says woof woof'. Staff and children count together through activities and routines of the day, developing mathematical language. All children enthusiastically join in a music and dancing session, developing a sense of rhythm and rhyme as they do the actions and sing along with the song. Staff ensure they are close by the youngest or less confident children and offer a hand or a lap if necessary. As a result of the rich activities children experience and the skilful teaching from the staff, children are making rapid progress. They are extremely well prepared for their next stage in learning and their eventual move to school.

Staff develop highly impressive partnerships with parents helping to ensure children's learning is cohesive between home and the pre-school. Parents speak very highly of the pre-school, saying they feel fully informed and involved in their child's progress. This begins with home visits and continues through daily contact with staff and parent days. These days are held at weekends to enable mothers, fathers and the wider family to be involved. Staff are particularly keen to involve fathers and plan activity days, again at weekends, for fathers to share in their children's learning.

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

Staff clearly understand the impact of children's emotional well-being on children's learning and development. They passionately believe in allowing children to follow their own interests in order for them to develop the independence, confidence and drive to reach their full potential. The whole staff team work closely together with this aim in mind and delight as children discover things for themselves. Staff strongly focus on building secure attachments between children and staff to help them feel safe and secure. A key person is assigned to each child before they start at the pre-school and this member of staff visits the child at home. This enables the key person to begin to build a bond with the child and the family from the very start. Parents greatly appreciate the staff's commitment and comment on how quickly their children settle and that staff 'make it so easy'. Staff are sensitive and nurturing and children quickly become comfortable with the whole team, enabling them to develop the independence and confidence to play and explore. Staff work closely together so everyone knows the needs of all the children, helping to ensure children continuously benefit from high quality experiences tailored to their needs. Consequently children receive an outstanding level of care, which emotionally prepares them for the new experiences they face, throughout their time at the pre-school and beyond.

Staff have high expectations of children's behaviour. They continually praise children and use 'smiley face' rules to give positive and consistent messages about what their expectations are. This boosts children's self esteem and belief in themselves. For example, staff praise very young children for tidying away a box of toys and show a smiley face card to reinforce this message. The children smile and clap, clearly thrilled at their achievement. Staff encourage all children to do things for themselves. The children put on their own coats and wellington boots before going in the garden and are extremely independent throughout all routines and activities. The children regularly go on trips and have visitors into the pre-school so children are becoming increasingly confident in

different social situations. Children play extremely well together, forming strong friendships and regularly help each other. For example, children show each other how to solve a problem when playing on the computer. This, alongside the strong links the key person makes with the local schools, emotionally prepares children exceptionally well for their eventual move to school.

Staff provide infinite opportunities for children to manage risk and challenges relative to their age. Children climb up the muddy banks, and confidently run in and out of puddles in the pre-school garden, developing their physical skills well. Children practise these skills on a much larger scale when they go on walks to the local woods, greatly benefitting from the outdoor environment. Safety is a priority and staff teach children how to keep themselves safe. Children contribute to risk assessments both in the setting and when on outings. Staff ask children what risks there could be before going on one of these trips. Children suggest "we could fall over....we need to look where we are going".

Staff teach children how to lead a healthy lifestyle. Children have a wealth of opportunities to benefit from being outdoors and participate in a range of physical activities such as music and dance and sports sessions. This helps children to develop a healthy attitude to exercise and being outdoors in the fresh air. Staff teach children to wash their hands at relevant times and the reasons why they need to do so. Children remind each other to use the soap to wash the germs away. Children prepare their own snack from a choice of nutritious foods. Staff use every opportunities to talk about healthy eating during activities. Consequently children are developing healthy attitudes towards their diet telling staff 'it's ok to have a little bit of chocolate, but too much is bad for you'.

The staff provide a highly stimulating environment with a rich and varied range of resources for children to choose from. The highly dedicated staff team set up the pre-school daily. This gives them the opportunity to regularly reflect on what they are providing for children and to be responsive to children's developing ideas. In addition activities and resources evolve as the day goes on. Children decide they want a den in the main hall and staff ensure a wide range of materials are available for children to immediately follow their idea. The regular outings children have outside of the pre-school, further complement and enhance the children's experiences. Consequently staff continuously provide an environment that is highly effective in promoting learning and challenges children.

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

Children's safety is a high priority in the pre-school. A robust recruitment process helps to ensure all those working with children are suitable to do so. For example all staff have enhanced disclosures issued through the Disclosure and Barring Service. Staff attend safeguarding children training which they update on a rolling programme. The manager regularly tests staff knowledge using quizzes and questionnaires through the year. Consequently staff have a comprehensive knowledge of how to respond if they have concerns about any of the children in their care. A robust risk assessment is in place and

staff carry out daily checks to minimise hazards to children. This means children can play in a safe environment where they are able to take risks and learn to keep themselves safe. Frequent fire safety drills further prioritise children's safety and well-being.

The pre-school manager provides excellent leadership to an enthusiastic and highly motivated staff team. They reflect daily on their practice, expertly evaluating the activities they provide to consider the needs of individual children. Staff attend weekly meetings where the key person can share information further and make plans for the future. The team work cohesively together, knowing all the children exceptionally well, enabling them to help all children reach their full potential. Comprehensive self-evaluation and action plans include the views of the whole team, parents and children. The staff have made huge changes since their last inspection and in particular over the last two years, as a direct result of the manager working towards and achieving the Early Years Professional Status. The manager continuously strives to improve and maintain the highest achievement for all children. For example her commitment to working in partnership with parents has influenced some inspiring ways of involving parents in their children's learning. These include introducing home visits, weekend parent days and activity days aimed at fathers. In addition children can take home, 'home learning' activities that include hints and tips of how parents can help their children learn.

The manager closely monitors the children's progress, and uses this information to monitor the care and education the staff provide. She carries out yearly audits to identify any areas of the educational programme that may need enhancing. This results in the staff providing an exceptionally rich and nurturing environment where children make rapid progress according to their starting points. For example children enjoy a range of exciting experiences and staff make excellent use of the pre-school garden all year round. Activities that encourage children to role play outdoors are not as well developed as other areas. However the manager is fully aware of this and is considering ways her team can promote this to further support children's imagination and all round development.

A strong programme of professional development is in place, with the manager leading by example. All staff are keen to attend training and attend a wide range of courses to improve their already excellent knowledge and skills. For example staff are part of a project that promotes the 'Reggio Emilia' approach. This means children greatly benefit from an increase of outdoor learning and planning that is rooted in the children's interests. The manager carries out high quality monthly supervision with her highly reflective staff. These provide excellent support and coaching for staff to continuously improve practice and therefore the quality of the pre-school.

Staff work closely with other professionals which, alongside the exemplary partnerships staff forge with parents, provides consistency of care for all children. This means staff quickly identify and meet the needs of all children exceptionally well. As a result all children, including those with special educational needs and/or disabilities make excellent progress in the pre-school.

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.
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY292363
Local authority	Poole
Inspection number	843692
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	24
Name of provider	Deborah Marie Southern
Date of previous inspection	29/09/2008
Telephone number	07896 566030 and 0770 883 9918 (mob)

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Type of provision

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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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