

Jelly Babies Pre-School & Nursery

Longbridge Methodist Church, Bristol Road South,, BIRMINGHAM, West Midlands, B45 9QB

Inspection date

18/09/2014

Previous inspection date

16/06/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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 swiftly identify children's starting points and plan challenging and exciting experiences across the seven areas of learning. As a result, children make outstanding progress in their learning and development.
- Staff comprehensively identify and successfully minimise potential risks. Their expert knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that children are fully safeguarded.
- An extremely effective key-person system, which clearly works in practice, provides children with stability and helps them to form positive relationships and gain confidence and self-esteem.
- Children's behaviour is exemplary as a result of the highly effective behaviour management strategies staff use to help and support children to manage their own behaviour. This effectively promotes children's confidence in preparing them for the move to school or nursery.
- The partnerships with parents are highly effective. Staff ensure parents are continually actively involved in their children's learning and development. Excellent partnerships with other professionals ensure that children's individual needs are recognised and given the utmost priority.
- The excellent leadership of the setting means all staff have excellent opportunities to further their professional development and all children receive high quality learning experiences. Sharply-focussed self-evaluation includes the views of all staff, parents and children, which means areas for improvement are identified and acted on.

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 the staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager and spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at documents and checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of views of parents and carers spoken to on the day and gave feedback to the management team.

Inspector

Patricia Dawes

Full report

Information about the setting

Jelly Babies Pre-School and Nursery was registered in 1993. It is managed by a voluntary committee and is on the Early Years Register. It operates from a hall and various rooms within a church building in Longbridge, Birmingham. The building is accessed either via steps or a ramp. Children are also able to use an enclosed outdoor play area. The setting opens five days a week during term time, offering morning sessions for children aged three to four years and afternoon sessions for children aged two to three years. Nursery sessions are from 9.15am to 12.30pm on a Monday, Tuesday and Wednesday and Thursday from 9.15am to 12.45pm. Pre-school opens for afternoon sessions on Monday, Tuesday and Wednesday from 12noon to 2.30pm and Thursday from 12noon to 2.30pm. Children of both age groups can attend on a Friday between 9.15am and 12noon. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. The setting employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. The setting is also a member of the Pre-School Learning Alliance and has achieved recognition as part of their accreditation scheme. It also receives 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 the already excellent outdoor learning environment further to enrich and maximise children's opportunities to investigate the natural world so that children continue to achieve at the highest level.

Inspection judgements

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

Children make rapid progress in their learning and development because staff have an exemplary understanding of how to meet the learning and development requirements. They plan a stimulating and interesting curriculum, which covers every area of learning and gives children excellent choice and independence. Children have a wealth of opportunities to participate in child-initiated play and staff expertly facilitate their ideas, bringing out the learning in everything they do. As a result, all children are highly absorbed in their activities and make excellent and rapid progress through the Early Years Foundation Stage. Staff are excellent teachers. They continually engage children in conversation, expand their vocabulary by introducing new words during children's self-initiated play. For example, children become interested in making unusual shapes, such as a hexagon or star from play dough. All staff know the children extremely well and capably describe children's individual personalities, needs and preferences. They carry out frequent

observations of children throughout the session. Staff routinely review their observations to precisely assess children's progress and to identify the next steps in their learning. Moves from home to the setting are well-managed because there is an excellent two-way flow of information between parents and staff, which helps staff to plan for children's learning. Robust and in-depth assessment means all children make a significant amount of progress regardless of their starting points. Planning is shared with parents, which helps them to have conversations with the children about what they are doing at the setting. Staff meet with parents regularly to discuss what the next steps in children's learning will be, and parents have free access to their child's learning journal. This means that planning is highly effective at providing the right level of challenge for all children, including the children who speak English as an additional language. Parents are encouraged to take home story books to share with their children or complete dear diary books of home activities to share with staff. This further encourages parental involvement in children's learning and enhances the excellent partnerships with parents as they can confidently support their children's learning at home.

The rapid learning and development of children at this setting is fostered in a lively and inventive environment. Staff are well deployed, relaxed and support children very well. They interact warmly with children and show genuine interest in what children are doing. Priority is given by staff to developing children's communication and language skills. Staff have applied the ideas and values from makaton training to ensure that children are able to communicate effectively either through speech or gesture depending on their age and ability. During the session children participate in a range of activities they will need for future life and the move to school. For example, at registration, children develop listening skills, an awareness of number and confidence in speaking. Children eagerly identify the date, day of the week and month of the year. Staff encourage children to join in and count how many people are present and invite them to describe the weather outside. All children wait patiently for their turn. Staff are alert and very conscious of potential learning opportunities. They spontaneously join in as they hear the children talking together about the spider they have found, asking questions, such as 'was it the same spider as yesterday?', 'what was the spider was doing as it made a web?' and 'where could they leave the spider so it did not get squashed or eaten by birds?' Children's level of enthusiasm in their play is raised by the wonderful and knowledgeable interaction. As a result, children are happy and confident in their approach to learning and their personal, social and emotional skills develop to an excellent level.

Children have exceptional opportunities to build their skills in literacy. For instance, children register themselves as they find their own names and put them onto the registration board. Children are confident to attempt writing their names on their work and write for a range of other purposes, such as creating labels on displays. They acquire a great interest in stories and books because staff are very animated and inspire children to take part in a bear hunt outdoors. Children are able to predict and follow the story and remember when asked that they forgot to close the door, so the bear cannot get in. Children have easy access to a varied range of resources from which they are able to confidently make their own choices in their play and learning. Children are encouraged to freely explore their environment and initiate their own play. For example, they show high levels of concentration as they use a mechanics bench to mend the tricycles or work out which bucket holds more sand and how many scoops they need to fill the bucket. Children

enjoy spending time outdoors in the fresh air where they capably use equipment, such as bicycles, scooters and a climbing frame to develop their large muscle skills. The outdoor environment also offers children opportunities to learn about nature and the environment in their own adventure and nature area. Here children dig freely, plant and take care of a variety of fruits and vegetables. They harvest these when they are ready to be eaten using them in cooking activities making jam, vegetable pasties and soup. During a group discussion, they confidently talk about the potatoes they have just pulled from the garden. Staff ask them to recall how they planted them in the soil earlier on in the year, what they needed to make them grow and about using the stalks and leaves for the compost bin. All of this has a positive impact on children's learning. As a result, children make outstanding progress in their learning and development and gain excellent skills to support their future learning.

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

Children enter the setting happily because there is an effective key-person system in place, which help children to settle quickly. Staff work exceptionally well together with a full understanding of the importance of the key person system. Initial visits into the setting or planned home visits ensure there is a collaborative approach to supporting changes in children's routines. Children's emotional well-being is given top priority by the staff because they are effectively supported through the outstanding key-person system. This ensures that all children develop a supportive attachment to a named staff member. Parents share comprehensive and detailed information about their child's care and learning needs with the key person, on joining the setting. The child's level of well-being is shared with parents every day. This helps to establish the excellent transition progress and informs settling-in visits. As a result, this extremely sensitive process results in children being very happy, highly settled, secure and confident to learn and explore their wonderful environment. This prepares them well for the next stages in their learning.

Children have the choice of whether they prefer to play indoors or outdoors, supporting their developing physical skills and confidence as they have a wide variety of choice of what to play with in the outdoor area. For example, they choose from the nature garden as they delight in exploring the outdoors and are inspired by a bug finding and music area or use the wide variety of climbing frames outdoors or enthusiastic participation in let's get physical team game sessions provide excellent opportunities for exercising limbs and having fun. Staff support children well in understanding the importance of a healthy diet through discussions about foods that are healthy and those which are not when they refer to their own home grown produce. For instance, children take part in growing vegetables outdoors, which are harvested and eaten. Children have a wealth of excellent opportunities to develop their independence and self-help skills. This is because staff know the children exceedingly well and recognise when they are ready to take responsibility, such as managing their own hygiene needs when washing their hands at snack time or after messy play or collecting their lunch bags as they do each lunchtime. Staff provide the children with clear, regular explanations as to why they should wash their hands and sit down to eat their lunch. This means that children gain first class information from the beginning, about healthy practices and are developing an excellent awareness of a healthy

lifestyle.

Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They know the rules for play particularly outdoors and staff re-enforce these before children use the areas or when practicing the fire evacuation drill children know to walk steadily and quickly. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn to assess risk within a safe area of natural resources in the nature garden. For example, children are inspired in rich and imaginative play as they make music on the cymbals and pan pipes or balance carefully on the stepping logs. Positive behaviour is consistent with children happily playing games together and socialising in friendship groups at meal times. Children are polite and respectful and this is due to the extremely positive role modelling of the staff, who demonstrate high levels of respect towards one another. Children are secure and confident in everything they do and are curious to find out by asking questions. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

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

The management team provides strong, effective leadership, ensuring that all of the safeguarding and welfare requirements are met implicitly. For example, the registered person has notified Ofsted of the recent changes to members of the committee to ensure they are meeting the legal requirements of the Early Years Foundation Stage. Children are well safeguarded because staff have a very comprehensive and highly effective understanding of their roles and responsibilities in regard to safeguarding and promoting children's welfare. Staff receive regular training and are fully familiar with the child protection procedures. Recruitment procedures are rigorous and robust. All staff are checked thoroughly before being employed and complete frequent declaration forms for both criminal records and health. Any concerns relating to staff conduct are immediately acted upon and assessed to ensure that all staff working with the children are of a high calibre and are totally suitable. Full and thorough induction procedures are in place to help and support new staff. Excellent comprehensive policies are frequently reviewed and updated by the manager and staff to ensure robust practices are followed. All necessary information is displayed in the foyer on a very informative display on the parents' notice board. Other procedures to further protect children, such as, the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Risk assessments are conducted to ensure that specific standards of health and safety are maintained. The manager guides and monitors the planning of the educational provision for children to ensure that this provides depth and breadth across all areas of learning. Continual monitoring by the management team and effective and frequent supervision, ensures that all staff maintain high possible standards of professionalism and integrity. Whole room and individual staff and peer observations are conducted; this is inclusive of the management team, praising effective practice and swiftly identifying and addressing any shortfalls in staff performance so children have the best possible quality of teaching.

Leadership is inspirational and it is clearly evident that safeguarding children and quality of teaching are the first priority. The setting employs experienced, qualified and skilled staff, all of whom hold a childcare qualification. The skills of one member of the staff team have already been recognised and commended by the Pre-school Learning Alliance as achieving an outstanding volunteer award. It is clear that this expert workforce use their training and experience to develop their teaching practice to support children in making the best possible progress. The manager closely monitors the planning and assessments of children's learning ensuring that all children are making rapid progress and that any child identified who needs additional support, receives this swiftly. There is a very strong focus on self-evaluation and reflective practice and this ensures that parents and children are highly involved in the nursery's continual pursuit of excellence. For example, the setting has identified further enhancements for the outdoor area to enrich children's learning about the natural world. Parents and staff are encouraged to continually contribute their views personally or through an in-house suggestions and comments box. Management and staff analyse these responses as a team and review how these are to be addressed to improve the already outstanding practice. This demonstrates the nursery's commitment to continuous improvement and the high value placed upon parental involvement.

Parents highly value the positive relationships they have with the staff and the wonderful welcome they receive. Very informative display boards, parent prospectus and regular newsletters ensure that parents are fully informed about all aspects of the pre-school. Parents are kept informed of children's daily progress through regular feedback from staff. Parents comment extremely positively on the ongoing support and approachability of all staff. They say that their children are happy and really enjoy their time at the setting and often talk about their experiences at home. Parents remark on the opportunities they have to network with other parents both old and new to share ideas and make friends in the 'coffee pot' cafe. They remain part of the setting long after their children have left to go to school, but still receive ongoing support from the staff. Members of the community comment that the setting has helped to higher the profile of the host church. Staff highly value parental involvement and their superb contributions noted through the information they share when their child first starts in the nursery. Additionally, observations from home are all highly effective in building the strong relationships which are in place to support children's development across all areas of learning. The setting has extremely well-developed and outstanding relationships with external professional bodies. For example, staff welcome support from the local authority, such as advisory teachers and speech therapists. When needed, staff work proactively with parents to engage with external agencies and services to secure appropriate interventions for children. This means that children's needs are quickly identified and they receive targeted support appropriate to their individual needs. All children records are meticulously maintained to ensure these reflect the children's learning needs at all times, in order to ensure each child's care and learning is fully supported for them to make the best progress. Excellent support and very strong links with the primary school means that children are well-prepared for school. When children are ready to move on to school they are supported to an extremely high standard. Teachers come in to the setting to visit the children and detailed transition documents are shared, with parental consent. This ensures that children are successfully supported and that their move to school is a highly positive one.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	509484
Local authority	Birmingham
Inspection number	872348
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	24
Name of provider	Jelly Babies Nursery & Pre-School Committee
Date of previous inspection	16/06/2009
Telephone number	0121 453 7294

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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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