

Jelly Beans Ltd

St. Andrews United Reformed Church, Northey Avenue, SUTTON, Surrey, SM2 7HF

Inspection date

06/11/2014

Previous inspection date

02/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children are very happy, engaged in their learning, and growing in self-confidence because of the experiences provided for them.
- The leadership and management of the setting are strong and staff use consistently good practice to ensure that children of all abilities are able to progress well.
- Children settle well because of the robust settling-in procedures implemented at the beginning of the contract.
- Partnership with parents and outside professionals are well established and staff engage and support parents and/or carers in guiding their child's development.

It is not yet outstanding because

- Staff do not enable children to help prepare snack in order to further promote their self-help skills.
- Staff do not provide a broad range of books, songs and nursery rhymes in children's home languages to fully support their bilingual language development.

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 observed children in all rooms, spoke to the staff, observed staff in their roles, and viewed the outdoor play areas.
- The inspector spoke to a number of staff to explore their knowledge of the nursery's policies and procedures, and their role as a key person.
- The inspector met with a sample of parents to gather their views about the service they, and their child, receive.
- The inspector observed play resources used by children, and systems used for self-evaluation.
- The inspector sampled a range of documentation, including the safeguarding policy and evidence of staff checks.
- The inspector carried out a joint observation with the manager.

Inspector

Patricia Edward

Full report

Information about the setting

Jelly Beans Pre-School is a limited company run by St Andrew's Church committee. The setting was registered in February 2009. The pre-school operates from St Andrews United Reform Church in Cheam, located in the London Borough of Sutton. There are two group room areas and an enclosed area for outside play. Opening hours are between 9am to 12 noon for 38 weeks of the year. A lunch club operates daily between the hours of 12 noon and 12.30pm. Afternoon sessions are also available between 12.30pm and 3.00pm. The pre-school is registered on the Early Years and the compulsory part of the Childcare Register. There are currently 63 children on roll within the early years age range. Staff support a number of children who speak English as an additional language and welcome children with special educational needs and/or disabilities. A total of 12 staff work with the children and this includes the manager and deputy. Nine staff members hold early years qualifications to level 3.

What the setting needs to do to improve further

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

- develop opportunities for older children to be more involved in snack and meal time routines to further promote their self-help skills
- increase opportunities for children to hear and use their home language as they play.

Inspection judgements

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

Staff demonstrate a secure understanding of the learning and development requirements and provide a broad range of activities that keep children motivated and well occupied. They plan activities that reflect children's individual interests and use these to promote their learning effectively. For example, children enjoy cold cooking activities, so staff encouraged them to talk about their bonfire night experiences as they made firework biscuits. Staff teach children early mathematical skills as they encourage them to identify shapes and count the bricks in the tower they have constructed. Because staff are skilled at asking open-ended questions and extending their vocabulary, children are confident communicators. For example, a child explained to staff and children how they had to scrape the ice from the car that morning.

Staff promote equality and help children learn to respect differences by providing positive images of cultural diversity in toys, books and posters. They celebrate a range of cultural

festivals throughout the year. Staff use key words in children's home languages to help them feel valued and learn English. However, there are few opportunities for children to hear their language during play, through recorded songs or stories, or to see familiar words in bilingual books.

Staff use their observations of children to assess their progress and plan for the next steps in their learning. They value parents' contribution to this process and have recently introduced communication books, so parents can share their children's achievements at home. This consistent approach enables children to make good progress and be well prepared for their eventual move to school.

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

Staff promote children's personal, social and emotional development well. They follow sensitive settling-in procedures when children first start so they soon become emotionally secure. Consequently, children arrive happily, separate from parents with ease and settle quickly into activities.

Children enjoy easy access to a broad range of good-quality resources, indoors and outside. Staff use these well to motivate children to learn and help them make good progress. For example, children become very involved as they use their imaginations with the inviting small world play resources. They play cooperatively together, using the cars and dinosaurs to follow the 'mountain tracks'. Inside and outdoors children test their physical skills and learn to manage risk effectively. For example, they use tools, such as cutters and scissors, safely. In the garden, they skilfully manoeuvre wheeled toys around obstacles and their friends with confidence and ease. Staff remind children of the importance of holding on to the walking rope when going out and coming in from the garden area to help them stay safe.

Staff teach children the importance of following healthy lifestyles, from eating well to taking regular exercise. Children enjoy nutritious fresh fruit at snack time. However, staff do not encourage children to become involved in preparing their own snack, or pouring their own drinks to promote their self-care skills.

Staff use positive and consistent strategies to manage behaviour. They encourage children to share and take turns and are very good role models. Consequently, children behave well and form good relationships with each other.

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

Management and staff demonstrate a secure understanding of the safeguarding procedures to follow if there are concerns about a child. Management follows robust recruitment systems to help ensure all staff are suitable to work with children. Regular and effective risk assessments are implemented to ensure children can play and learn in

safety.

Management and staff demonstrate a commitment to continued improvement through reflective practice and ongoing training. The team meet regularly to reflect on what works well and aspects of practice that can be improved. Staff have attended recent training courses, including speech and language, and outdoor play. This has contributed to enhancing children's communication and providing enabling environments for children who learn best outdoors. Staff supervision highlights any training needs and enables the manager to monitor practice and children's progress effectively.

There is a strong partnership with parents and carers. Staff value their contribution to children's continued progress and use their views when they consider making improvements. Parents speak highly of the setting and feel well informed about their child's progress. Staff provide informal opportunities to support this partnership through regular coffee mornings. Parents value these events and feel they have a voice within the pre-school. Management and staff liaise closely with other early years professionals to support children who may need additional help.

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 | 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 | EY384686 |
| Local authority | Sutton |
| Inspection number | 829905 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 70 |
| Number of children on roll | 63 |
| Name of provider | Jelly Beans PreSchool Ltd |
| Date of previous inspection | 02/10/2009 |
| Telephone number | 0208 643 7378 |

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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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