

Jelly Beans Preschool

St. Helens C of E Primary, The Green, Churchtown, PRESTON, PR3 0HS



Inspection date

26 February 2015

Previous inspection date

16 October 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress in their learning. Well-focussed observations of children, together with regular assessments, are used to plan for the individual next steps in children's learning.
- Staff are well qualified, experienced and have a good understanding of the characteristics of effective learning. Consequently, children are motivated and eager to learn.
- Partnerships with parents, the host school and committee, are positive and contribute to the ongoing developments of the pre-school.
- Children are extremely well supported in acquiring very good communication and language skills. They engage in conversations with staff and their peers, while they play cooperatively together.
- Children independently make choices from a wide range of stimulating and exciting play equipment. They move freely between the indoor and outside environment and have very good self-help skills. This supports their all-round learning and development.
- Children benefit from affectionate and caring relationships with staff. They are good role models and encourage children to be independent, courteous and kind to each other. As a result, children behave exceptionally well.

It is not yet outstanding because:

- Opportunities for children to see images and access literature that reflect difference and diversity, are not maximised.

What the setting needs to do to improve further

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

- provide even more images and a wider choice of literature, to support children's understanding of difference and diversity even further.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector held meetings with the manager throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the setting's self-evaluation and development plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Donna Birch

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan well for children, using their secure knowledge of children's interests. Positive relationships with parents are well established. Staff regularly exchange information with parents about children's learning. This ensures they are kept up to date about their children's progress and are able to support their learning at home. Staff also support parents to contribute to the planning process by asking them what children enjoy at home. Consequently, children make good progress. Children play purposefully and demonstrate very good communication, language and literacy skills. For example, in the role-play kitchen, they pretend to be cooks in a cafe. They use pads and pens to take orders and use descriptive language to effectively elaborate their ideas. Staff extend this learning by using a range of questioning techniques and meaningful interactions, to further children's good understanding. However, there is not a wide range of images literature, to support children's understanding of difference and diversity.

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

Extremely caring and nurturing interactions between staff and children ensures that they are emotionally very secure. This provides a solid foundation to develop their personal, social and emotional skills. Settling-in sessions are flexible and work extremely well. Partnerships with the host school are highly successful. Therefore, children are exceptionally prepared for the move to formal schooling. Children are extremely well supported in making new relationships, building self-confidence and managing their feelings. Enthusiastic staff consistently encourage and reinforce good hygiene practices. Children benefit greatly from having free-flow access to an extensively resourced outdoor play area. This supports their all round development very well. All staff hold a valid first-aid certificate, which means they are able to deal with any emergency. Children display excellent independence and self-help skills. They confidently select resources, set the table for snack and wash and dry their own hands before eating. Additionally, children chop their fruit, pour their own drinks and tidy away the cutlery when they have finished.

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

Leadership and management of the pre-school are good. Comprehensive safeguarding policies and procedures are in place and understood by staff. A robust recruitment procedure is in place, which ensures that all children are cared for by suitable adults. A thorough induction programme is completed. Staff are well supported through regular monitoring and effective supervision, which ensures they consistently deliver good quality teaching and care. Staff access a range of courses, which supports their ongoing professional development. Self-evaluation of the pre-school, is given high priority, conducted regularly and includes the views of parents, children and the committee. The manager supports staff in tracking the progress of individual and groups of children and together, they make the necessary changes that benefit children the most.

Setting details

Unique reference number	EY236088
Local authority	Lancashire
Inspection number	870026
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	36
Name of provider	Jelly Beans Committee
Date of previous inspection	16 October 2008
Telephone number	01995 603050

Jelly Beans Preschool was registered in 2002. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 to 5. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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