

# Jumping Beans Pre-School Ltd Greenhithe



Greenhithe Community Centre, Alexander Road, Greenhithe, Kent, DA9 9HH

<b>Inspection date</b>	17 October 2016
Previous inspection date	13 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff effectively support each other and work well as a team. For example, they continually share information regarding children's progress and achievements. Children make good progress and gain a wide range of skills to help prepare them for their move to school.
- Staff successfully build children's mathematical development. For instance, they introduce counting, sorting and recognising numbers into children's play.
- Staff involve parents in their children's learning. For example, they provide regular updates through daily discussions and meetings. This helps parents to continue to support their children's learning at home.
- Leaders oversee the work of their staff well. For example, they provide regular meetings and observe their practice. This helps staff develop their skills and provide better outcomes for children.

### It is not yet outstanding because:

- Existing monitoring processes are not highly successful in tracking different groups of children's learning to help them make the best possible progress.
- Staff do not consistently give children enough time to think and provide their own answers to the questions they ask.

## What the setting needs to do to improve further

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

- continue to develop the existing monitoring processes to precisely track different groups of children's learning and help them make the best possible progress
- build on opportunities to consistently encourage children to think about and form their responses.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation with a senior member of staff.
- The inspector viewed all the areas used for the pre-school.
- The inspector viewed a range of documentation including suitability checks and children's records.
- The inspector spoke to parents, children and staff.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs that may cause them concern about a child's welfare and the processes to follow. They are aware of their duty to prevent children being drawn into situations which may put them at risk of harm. Staff work well with other professionals to help support children's individual needs. Leaders evaluate practice and the provision well. They identify areas of weakness and set targets for improvement. Staff improve their knowledge such as accessing online training and cascading their learning to others through meetings. Staff complete thorough risk assessments which help to identify and minimise any possible hazards.

### Quality of teaching, learning and assessment is good

Staff successfully support children's learning and development. They use the information from their assessments well to help support children's next stage in learning. Staff provide opportunities for children to explore and investigate a range of materials and textures. For example, they use raw, cut vegetables to paint pictures. Staff support children to extend their learning further. For instance, they ask them what colours they have made when they are mixed together. Staff provide children with positive praise and a 'high five', which helps them to build confidence in their own abilities. They encourage children's speech and language skills well. For example, they use hand signs and talk to them about their home experiences.

### Personal development, behaviour and welfare are good

Staff provide a stimulating and welcoming environment. They offer a wide range of activities and resources, which helps to keep children's interest and motivation in their learning. Children form secure emotional attachments and positive relationships with staff. For example, staff encourage them to greet their friends and adults during group time. Staff listen and act on children's ideas, which helps them to learn that their views are of value and important. Staff remind children to put their hands over their mouths when sneezing, which helps them learn good hygiene routines. They provide daily opportunities for children to be physically active such as accessing the outside play equipment.

### Outcomes for children are good

Children make progress which is typical for their age and any gaps in development are steadily improving. They successfully build their physical skills. For example, young children learn to use scissors to cut and pens for drawing. Children behave well and are confident to approach adults for help. For example, they ask staff to assist them with computer games. Children build their independence. For example, they cut fruit and wash their plates and cups after eating.

## Setting details

<b>Unique reference number</b>	EY447337
<b>Local authority</b>	Kent
<b>Inspection number</b>	1059367
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Jumping Beans Pre-School Limited
<b>Registered person unique reference number</b>	RP907692
<b>Date of previous inspection</b>	13 November 2012
<b>Telephone number</b>	07771864937

Jumping Beans Pre-School Limited registered in 2012. It is in Greenhithe, Kent and is one of two settings run by the same company. The pre-school opens on Monday, Wednesday and Friday, from 9.15am to 12.15pm, and on Tuesday and Thursday from 9am to midday and midday to 3pm. There are 10 members of staff, eight of whom hold relevant childcare qualifications. The pre-school receives funding to provide free early education for children aged two, three and four years.

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