

# Jellybean Nursery

Claremont Road, Hockley, Birmingham, West Midlands, B18 5NJ



<b>Inspection date</b>	17 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The indoor play environment is a stimulating, well resourced and vibrant learning environment. Children make choices about what they would like to do and happily play together with staff and other children.
- Staff are well qualified and know what children can do and what they need to learn next. They plan a wide range of activities and experiences that matches children's individual needs. Children are excited and motivated to learn.
- Children's safety and welfare are fostered well. Staff carry out regular checks and keep the premises safe and secure. Gentle, age-appropriate reminders from staff help children to understand how to use the space and equipment in appropriate ways. As a result, they develop an awareness of how to keep themselves safe.
- Staff work closely with other professionals and staff at early year settings where children also attend. This helps to ensure that children benefit from a consistent approach in their care and learning experiences.
- The manager has built a close-knit team who are ambitious, reflective and demonstrate a strong commitment to provide the best possible experiences for the children in their care. They work closely together and support each other to improve outcomes for children.

### It is not yet outstanding because:

- Staff do not always use assessment findings precisely enough to plan activities that ensure every child is highly challenged.
- Staff's professional development is not yet focused well enough on raising the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- refine the use of information gained from assessments to plan more precisely so that all children are highly challenged and make rapid progress
- sharpen the focus on performance management and staff's practice to raise the standard of teaching even higher.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and checked the qualifications and suitability of all staff.
- The inspector completed joint observations with the manager.
- The inspector spoke to the staff and children at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure understanding of their responsibilities to protect children from abuse and neglect. Clear procedures enable them to share any concerns about a child in their care in order to keep them safe. Robust recruitment procedures ensure that staff are suitable to work with children. The manager has good systems in place to monitor children's learning. These include checking the progress of individual and groups of children. This helps to target where the most support is needed. Self-evaluation is ongoing. Staff are actively involved in reviewing the provision and contribute to implementing changes that benefit children.

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

Staff support children by taking account of their individual learning and developmental needs. They provide a wide range of stimulating activities and experiences that matches children's preferences and interests. Some children choose to explore and investigate during sand play and others pretend to care for babies during role play. Children's perseverance and motivation are encouraged by the involvement of staff who follow children's lead. They support children's communication skills as they model the use of language and respond to what children say. Children construct using plastic blocks. They learn to recognise colours and shapes and explore the letters and sounds of the alphabet as they play. This helps to build on their awareness of similarities, size, and matching and strengthens their developing mathematical and literacy skills. Staff share information with parents about their child's experiences so that they can extend these at home.

### Personal development, behaviour and welfare are good

Children are inquisitive, willing to learn and competently develop their own play ideas. They are supported by calm and caring staff who create a nurturing environment which helps to raise children's confidence and develops their self-esteem. Staff work with parents from the start to foster children's emotional well-being. Children are encouraged to be respectful, share and take turns. This creates a positive environment for children to play and learn in. Staff help children to learn about the benefit of good hygiene practices, eating well and regular exercise. Through activities and discussions with staff, children have opportunities to learn about similarities and differences between themselves and others and to appreciate the wider world beyond their own experiences.

### Outcomes for children are good

All children, including those who speak English as an additional language, are developing the underpinning skills and confidence they need for their future success and for starting school. Children use good manners and follow staff's instructions well. Early literacy skills are emerging. Children show a keen interest in books. They are imaginative and creative and develop their own ideas for play. Children are beginning to focus their attention for longer periods and are developing their communication and language skills well.

## Setting details

<b>Unique reference number</b>	EY482538
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	992578
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Jellybean Nursery Committee
<b>Registered person unique reference number</b>	RP902010
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07794224855

Jellybean Nursery was registered in 2014. The nursery operates from 8.30am to 3.30pm, Monday to Friday, term time only. The nursery employs five members of staff. Of these, three hold appropriate childcare qualifications to level 3 and two hold level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

