

Jelly Beans Ltd

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



Inspection date	18 January 2018
Previous inspection date	6 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The environment is welcoming, bright and well resourced. Staff are friendly and caring. They are sensitive to children's differing developmental needs. Children enjoy attending. They build positive relationships with staff and settle quickly.
- Overall, teaching is good and the curriculum is broad. Staff know children well. They plan activities that meet children's learning needs and promote their good progress.
- The pre-school special educational needs coordinator is knowledgeable. This helps to ensure any children requiring additional help benefit from appropriate levels of support.
- Staff find out about and value children's home lives, cultures and languages particularly well. They help children learn about their similarities and differences in many ways. Children learn about the importance of tolerance, acceptance and respect.
- Partnership working is excellent. Staff liaise extremely closely with parents, professionals and other providers to help foster children's care and learning. Children benefit from strong continuity between the setting, home and other settings they attend.
- Managers reflect carefully on the quality of the provision. They identify the pre-school's strengths and key areas for development. This helps them to maintain good standards.

It is not yet outstanding because:

- Staff do not always provide rich, varied and imaginative outdoor learning opportunities to help children who prefer to learn outside progress at 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:

- develop further rich, varied and imaginative opportunities for outdoor play to increase the potential for children who prefer to learn outside to achieve at the highest level

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector spoke to staff and held a meeting with the pre-school management team.
- The inspector looked at relevant records, documentation and policies. She also checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff successfully implement a range of records, documents and policies that helps to support their safety and welfare practice. Managers complete risk assessments of the environment and staff check the toys, resources and equipment daily. Managers and staff have a sound understanding of child protection issues and know how to handle different types of concerns. This helps to keep children safe. The majority of staff are well qualified. Managers supervise staff effectively. Staff benefit from observations of their practice, supervisory meetings and many training opportunities. This has a positive impact on the quality of service they provide overall.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's development. They make good use of the information they obtain to provide a range of activities, particularly inside, that helps to extend children's learning and build on their skills. For example, younger children enjoy using small-world play characters, houses and vehicles to play make-believe games. Older children enjoy using natural materials, such as sand or mud, to pretend they are cooking. Staff interact with children at their level; they add explanations to their learning and show them how to use the props or resources available. This helps to build on their creative and imaginative skills. Overall, managers have a good overview of children's progress as individuals, which helps to ensure all children continually progress well.

Personal development, behaviour and welfare are good

Staff nurture children and promote their emotional well-being. They make effective use of registration times to remind children of the pre-school golden rules. Staff value children's efforts and celebrate their achievements. Children display good levels of self-worth. Staff help children learn about the importance of living a healthy lifestyle. For example, they provide healthy snacks and talk to children about the benefits of a good diet. Staff promote good hygiene routines. Children quickly establish independence in managing their personal care needs. Staff also encourage exercise. Children delight in using obstacle courses inside and a range of physical play equipment outside. This enables them to practise their skills in climbing, balancing and negotiating different spaces.

Outcomes for children are good

Children are confident and motivated learners who are equipped with all the skills they need to progress on to the next stage of their learning and eventually school. For example, children develop strong skills in communication, language and literacy. Children enjoy sharing stories with staff and singing familiar songs. They learn to express themselves in different ways. Children learn to play well with others. They can share and take turns with minimal support. Overall, all children make good progress in their learning, including those in receipt of additional funding. Children who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language progress well from where they started.

Setting details

Unique reference number	EY384686
Local authority	Sutton
Inspection number	1071083
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	69
Number of children on roll	94
Name of registered person	Jelly Beans Preschool Limited
Registered person unique reference number	RP909296
Date of previous inspection	6 November 2014
Telephone number	0208 643 7378

Jelly Beans Ltd registered in 2009. The pre-school employs 20 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above, including the manager who holds a foundation degree in early years education. The pre-school operates term time only. Sessions are available Monday to Friday from 8am until 4pm. The pre-school 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

