

Jelly Beans Montessori Pre-School At Plumberow



C/o Plumberow Primary Academy, Hamilton Gardens, Hockley SS5 5BX

Inspection date	26 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Partnerships with parents are a key strength. Staff provide parents with detailed information about their children's progress and guide them in extending learning at home.
- Children's behaviour is very good. Staff are positive role models and have high expectations. They provide consistent guidance and praise to help children understand what is expected of them.
- Staff have a good understanding of how children learn. They plan interesting and stimulating activities that are rooted in children's interests and build on what they already know.
- Staff are caring and kind and form good relationships with children. Consequently, younger children settle quickly and soon become confident to explore the activities and environment. Older children especially demonstrate a real sense of belonging.
- The provider, manager and staff team strive to deliver the highest quality provision for children and their families. They identify appropriate goals in improvement plans to continue raising standards.

It is not yet outstanding because:

- Sometimes, staff overlook opportunities to extend children's thinking skills to higher levels.
- In some instances, two-way partnerships with other settings that children attend have not been firmly established.

What the setting needs to do to improve further

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

- provide children with more opportunities to link their thoughts and develop their own ideas
- enhance partnership working with other settings the children attend to effectively promote continuity in their care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the safeguarding policy and evidence of the suitability of staff working in the pre-school. She discussed the pre-school's self-evaluation.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector
Clair Stockings

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of how to recognise signs and symptoms of abuse. They are clear on the procedures to follow should they have concerns about children in their care. Staff are deployed well and ensure that children are supervised at all times. Secure procedures for recruitment and checking the ongoing suitability of staff are in place. The manager provides strong leadership for her committed team. She works alongside the staff and monitors their practice effectively. Ongoing professional development and staff training are valued. Regular supervision meetings and team meetings are used well to identify areas for improvement. The views of the parents are regularly sought and feedback provided is taken into account when developing the provision. Parents speak highly of the friendly, caring staff and the welcoming and nurturing environment that they provide for their children.

Quality of teaching, learning and assessment is good

Experienced staff help children learn through enjoyable activities. They use their observations and assessments to plan effectively for children's next steps in learning. Staff respond well to children's choice of activities, moving around to deploy themselves effectively to support children well. They get down to the children's level and join in their play experiences. Children are engaged, focused and keen to take part in all activities. Staff introduce new vocabulary in context as they share favourite books together. They engage in meaningful conversations and encourage them to share their home experiences. These are some of the many ways that staff support children's communication and language skills effectively. Staff actively make good use of opportunities to incorporate mathematical learning. For example, during play with construction blocks outdoors, staff support children to count and recognise colours and shapes.

Personal development, behaviour and welfare are good

Staff provide a warm, friendly and welcoming environment where each child is valued as an individual. Behaviour is good as staff are effective role models through being calm and kind. They offer warm praise and gently support positive behaviour as children play. Children experience sociable meal and snack and times as they sit alongside staff and their peers. Staff encourage children's understanding of healthy lifestyles successfully. Staff offer children nutritious snacks and discuss the benefits of eating well. Children have opportunities to experience fresh air and get exercise in the large outdoor area. They learn the importance of hygienic practices as staff support them to wash their hands before eating.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They acquire useful skills that prepare them well for the next stage of their learning and the eventual move to school. Children communicate confidently and considerately with each other, staff and visitors to the pre-school. They learn to share and take turns in play. They enjoy listening to stories and anticipate what will happen next. Older children are beginning to recognise the sounds that letters represent and write their names.

Setting details

Unique reference number	EY539763
Local authority	Essex
Inspection number	10077318
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	22
Number of children on roll	38
Name of registered person	Jelly Beans Montessori Nursery Ltd
Registered person unique reference number	RP531791
Date of previous inspection	Not applicable
Telephone number	01702200777

Jelly Beans Montessori Pre-School At Plumberow registered in 2016. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and one holds level 2. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am to 3.20pm.

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.

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