

Inspection of Jelly Beans Nurture Nursery Ltd

Arley And St Michaels Community Centre, Springhill, New Arley, Warwickshire CV7
8HA

Inspection date: 28 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and well settled in this spacious and safe environment. Staff are warm and caring towards children, which helps them to feel safe. Children have close relationships with staff, who know them very well. Staff regularly observe children and make accurate assessments of their development. Children access a range of activities which are planned in line with their interests and emerging learning needs. Staff have high expectations of what children can achieve. They regularly share information with parents. Parents speak highly of the nursery and say that staff are friendly and approachable. Children enjoy role play as they put together plates of play food for staff to eat. Staff model language very well and support children to increase their vocabulary. They name new foods as children pick them up and talk with children about what they are doing. Children show a keen interest in exploring different textures both indoors and outdoors. They manipulate and play with dough, using a range of tools, which helps them to strengthen their smaller muscles in readiness for writing. Children delight as they find different animals hidden in the rice. Children behave well. Staff listen carefully to what children say and are attentive to their individual care and learning needs.

What does the early years setting do well and what does it need to do better?

- The manager is new to her role in the setting. She leads the committee and has a sound knowledge of the role and what is required. She has an inspiring vision and uses an action plan to track the improvements she would like to make to enhance the provision for learning even further. However, there has not yet been time to imbed these improvements. The manager is in the initial stages of coaching and supporting staff to strengthen their skills and enhance their teaching practice to an even higher level.
- The manager has a generally good understanding of requirements in early years. That said, she has not always provided Ofsted with all relevant information that is required, such as additional contact details.
- All children make typical progress from their starting points, including those with additional funding and special educational needs. Children receive tailor-made support which helps them to take part in activities and routines. Parents speak highly of the support they receive and the information that is shared with them about their children.
- Partnerships with parents and some other professionals involved with children are established. Staff receive appropriate training to support them in their work and regular information is sensitively and appropriately shared.
- The nursery is bright, clean and inviting for children attending. Areas are attractively laid out with activities that draw children to them. Low-level storage enables children to make choices about the resources they play with.
- Children benefit from the activities and experiences provided and are supported

to develop their emerging interests. A recent trip to a local farm helped children to learn about and meet different animals. Staff have a good knowledge of children's learning needs and plan for what each child needs to learn next. Children are gaining the skills they need to move on to their next stages in learning and eventual move on to school. Information is shared where a child attends both pre-school and nursery. However, there is scope to strengthen the relationships with local schools and share information to ensure successful transitions for all children who are moving on to Reception.

- Physical development is well promoted. Children access local parks and play areas and have opportunities to develop their larger muscles, using the apparatus. Children show confidence as they make attempts to walk along beams and successfully turn around. Staff regularly praise children's achievements, which increases their self-esteem. Children learn about personal hygiene and are helped to wash their hands before eating.
- Older children enjoy making figures and using tools when playing with play dough. Children make a gingerbread man and take time to add the additional features, such as buttons and eyes. Staff engage well with children and talk with them about what they make. They use their skills to ask questions to draw out what children know and understand.
- Children have opportunities to learn about their local and wider community. They visit different places of worship, celebrate a range of festivals and have access to resources to support their understanding of differences and similarities in those around us.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of the indications that a child may be at risk of harm. They are clear about what to do in the event they have a concern about a child or in the event of an allegation against a colleague. There is a range of policies and documentation which helps them to ensure that children are safeguarded and protected from harm. Robust recruitment procedures and regular checks are effective to ensure that those working with children continue to be suitable to do so.

What does the setting need to do to improve?

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

- continue the support and coaching provided to staff to strengthen their skills and bring teaching practice to an even higher level
- strengthen the relationships with local schools and share information to ensure successful transitions for all children who are moving on
- ensure that Ofsted continues to be up to date with changes to the provision,

with particular regard to contact details.

Setting details

Unique reference number	2496883
Local authority	Warwickshire
Inspection number	10132172
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 3
Total number of places	24
Number of children on roll	24
Name of registered person	Jelly Beans Nurture Nursery Ltd.
Registered person unique reference number	RP534908
Telephone number	07704 636405
Date of previous inspection	Not applicable

Information about this early years setting

Jelly Beans Nurture Nursery Ltd re-registered in 2018. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to qualified teacher status. The nursery operates from Monday to Friday during term time only. Sessions are from midday until 3 pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- The manager gave the inspector a tour of the whole premises. They held discussions about how the curriculum is organised and how the setting is arranged.
- The manager and inspector observed two activities, and evaluated the quality of teaching and the impact on children's learning. The inspector observed the quality of teaching throughout the inspection.
- The inspector spoke to parents at appropriate times during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. The inspector looked at a sample of documentation, including evidence of staff qualifications and suitability checks.

We carried out this inspection 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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