

Inspection of Jumping Jellybeans Pre-school

St Pauls Church Hall, Culliford Crescent, Poole, Dorset BH17 9ET

Inspection date: 4 February 2022

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at pre-school. They arrive happy to see staff and their friends and settle quickly, which shows that they feel safe and secure. Children behave very well and know what is expected of them. For instance, when staff ask them to listen during circle time, they immediately stop what they are doing and pay attention. Children eagerly explore the activities laid out for them. They create models using clay and a range of tools. This provides good opportunities for children to use their imaginative skills.

Children socialise extremely well with their friends. They dig for worms outside and become captivated as they use magnifying glasses to watch them move. Children excitedly show the manager what they have found and add them to wormery areas. They take part in regular music and rhyme sessions. For example, children move their bodies in time to the music, following staff's lead to reach up high and squat down low, jump up and wiggle around.

During the COVID-19 pandemic, the manager has made effective changes to help keep children and staff safe. In order to keep social distancing, parents are currently not coming into the building. Staff now meet children at the door. This results in children quickly settling and immediately engaging in meaningful play.

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

- The provider, who is also the manager, has clear intentions for children's learning and works with staff to plan a broad curriculum. She emphasises the importance of child-initiated learning. The manager explains how the aim is to support children's progress through building on what they already know and can do. However, there are some inconsistencies in the quality of education. For instance, some less experienced staff do not implement the curriculum intent effectively. As a consequence, not all activities build on children's prior knowledge.
- Staff plan weekly trips to a local heath area to for the children to engage in forest school sessions. Forest school training since the last inspection has sparked an interest in this style of teaching. Children enjoy learning about nature and experimenting with natural resources. They have plenty of fresh air and physical exercise, and take managed risks as they learn to cross the road safely.
- Staff help children to develop their independence. Children have responsibility for tasks, such as serving themselves snacks. They always try to do things for themselves first, for example clearing their plates after eating and putting their coats on.
- Children have close relationships with staff. Younger children occasionally feel

anxious, and staff are quick to recognise this and offer reassurance. This helps children to feel happy and safe. Familiar daily routines and gentle reminders of what to expect next help children to feel emotionally very secure.

- Parents are highly complimentary about the staff. Comments include that they are 'thankful to all the staff for their time and obvious love for all the children', and are 'very impressed with the care and attention children receive'. Parents appreciate the feedback they receive from staff and how they have been offered support, such as being signposted to other professionals.
- The manager and her staff work hard to ensure that children who need extra help or have special educational needs and/or disabilities receive intervention at the earliest opportunity. They support families and work with other professionals. Staff implement strategies to help children catch up and make the best progress they can. This is evident in children's good progress in their personal, social and emotional development. Children are building very strong relationships with their friends and willingly share resources outside.
- Staff show a genuine enthusiasm and passion for their work with children. They have made good use of their professional development to support children of all ages to develop their speech and language. For instance, staff introduce sign language alongside words such as 'please', 'thank you' and 'waiting', to help improve children's communication and understanding.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect, and they know the local referral procedures to follow if they have a concern. The manager has strong partnerships with a wide range of professionals to ensure children receive the support they need. Staff complete regular risk assessments to ensure that the environment is safe, particularly as they set up and pack away the indoor and outdoor provision each day.

What does the setting need to do to improve?

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

- strengthen supervision, coaching and mentoring arrangements for the less experienced staff, to improve their knowledge and skills further.

Setting details

Unique reference number	EY292363
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10125839
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Southern, Deborah Marie
Registered person unique reference number	RP511368
Telephone number	0770 883 9918
Date of previous inspection	8 November 2013

Information about this early years setting

Jumping Jellybeans Pre-school is a privately run group which opened in 2004. It operates from the hall of St Paul's Church, in Canford Heath, Dorset. The setting is open on Monday, Tuesday, Thursday and Friday from 8.30am to 2.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children. The setting employs six members of staff. Of these, four hold appropriate childcare qualifications from level 3 to 6.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector carried out a learning walk and discussed the curriculum intentions and activities for children's development.
- The inspector observed the quality of education during activities to assess the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Staff and children spoke with the inspector at appropriate times during the inspection.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery.

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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