

Inspection of Jumping Beans Pre-School Ltd Greenhithe

Greenhithe Community Centre, Alexander Road, GREENHITHE, Kent DA9 9HH

Inspection date: 26 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident. They are eager to come into the setting and greet staff excitedly. Children are motivated to learn by taking part in the challenging activities that staff carefully plan for them. For example, children become engrossed as they explore and investigate simple science experiments. They make an erupting volcano by mixing liquids and explore what different materials are magnetic and which are not. Children enjoy bringing their imagination alive. For instance, they enjoy a wide range of role-play activities. This includes 'going camping' and being at the 'circus' where they 'walk the line' and win coconuts off the coconut shy.

Children are polite and behave well. They are kind to each other and help each other complete tasks. Children learn about the importance of healthy eating. At mealtimes, they talk about healthy and unhealthy foods. Children of all ages develop good physical skills. For example, they learn about the different ways that they can move their bodies. They climb and balance on equipment, such as tyres and climbing frames. Staff use additional funding effectively to meet the individual learning needs of children. For instance, they provide children with additional sessions tailored for the older children to help prepare them for their move to school.

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

- Staff establish secure and trusting relationships with children and get to know them well. This includes their individual personalities, likes and dislikes. This helps staff plan activities that they know will continue to motivate children to learn. All children make good progress, including those who have special educational needs and/or disabilities.
- All children have a good sense of belonging and positive levels of well-being. Overall, children are engaged in their learning experiences. However, at times, staff do not manage the changes in routines well. They do not yet ensure that all children remain engaged and know what is expected of them during these times. For instance, some children wait for a long time in between routines and become distracted.
- All staff establish good partnerships with other staff at settings children also attend and outside agencies involved in children's development. This includes speech and language therapists. Staff communicate regularly and share children's next steps and targets. This helps provide children with a positive and consistent approach to their shared care and learning.
- The manager and staff build and maintain positive partnerships with parents. They keep them well involved and informed in their children's progress. For example, staff share information about the children's day and their

achievements. They share ideas to encourage children and parents to enjoy learning together at home. This includes communication games and interesting craft ideas.

- The manager closely monitors the good quality of education and care that staff provide. She routinely observes staff teaching children and provides them with helpful feedback. Staff evaluate their setting together. They have discussions at the end of each day and talk about how they can continue to enhance their practice.
- Staff attend regular and beneficial training. They have made good use of recent training to develop children's speech and language. As a result, staff support all children to develop good communication skills. They play communication games with children and use simple signing. For instance, they talk about big and small and sign these words as they say them.
- All staff have a good understanding of all areas of learning. Overall, they successfully help children develop skills to help them prepare for school. For example, children confidently count as they play. However, staff do not yet consistently build on the interest in children's early writing skills. For instance, children have some opportunities to make marks. However, this is not consistent across all learning environments, and staff step in too quickly to write children's names for them.
- Staff support children to develop a good understanding of the similarities and differences of people from around the wider world. This includes languages and traditions. For example, they talk about festivals, such as Diwali, and learn simple words in other languages, such as 'hello' in Polish.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a secure and confident knowledge and understanding of safeguarding and child protection. This includes fully understanding the signs to be aware of that may highlight a concern. Staff know who they would contact to seek advice and how to raise and follow up on any potential concerns. This includes any allegations against staff. Staff complete detailed risk assessments to help keep children safe. This includes practice to minimise the risk of COVID-19. For example, there are thorough hygiene practices in place. Staff complete regular training to keep their knowledge up to date. For example, they have recently learned about how to help keep children safe online. They share this information with parents and children.

What does the setting need to do to improve?

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

- support staff to plan more effectively for children's transitions between activities

- and the daily routines to enable children to remain focused and engaged
- build on opportunities for children to practise their mark-making and early writing skills.

Setting details

Unique reference number	EY447337
Local authority	Kent
Inspection number	10228672
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	2 to 4
Total number of places	55
Number of children on roll	82
Name of registered person	Jumping Beans Pre-School Limited
Registered person unique reference number	RP907692
Telephone number	07771864937
Date of previous inspection	17 October 2016

Information about this early years setting

Jumping Beans Pre-School Ltd Greenhithe registered in 2012. It is located in Greenhithe, Kent. The setting is open Monday to Friday from 9am until 3pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 15 members of staff, 13 of whom hold relevant early years qualification at level 3 and above. This includes one member of staff who has an early years foundation degree at level 5 and one member of staff who holds an early years degree at level 6.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the manager and deputy manager. The inspector assessed the impact of the quality of staff's interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The deputy manager and inspector carried out a joint observation on a planned small group activity, focusing on the development of children's communication skills.

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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