

# Inspection of Jumping Beans Pre-School Ltd Bean

Bean Youth & Community Centre, High Street, Bean, DARTFORD DA2 8AS

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Inspection date: 26 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 confident, happy, reassured and content in the pre-school. They know their environment well, excitedly extending their play from inside to outside. They show high levels of compassion towards their friends if they have hurt themselves. They also remind their friends about rules and appropriate behaviour, confidently telling staff when someone has upset them and why.

Children show a keen awareness for healthy lifestyles. They talk openly about their likes and dislikes at snack and lunchtime, telling others about their favourite foods. They talk about the need to drink water, especially after they have been running around. They develop confident toileting skills with the enthusiastic support from staff who sing songs to and from the toilet to engage them in the management of their personal skills. Children confidently tell staff when they are hungry and thirsty, with a flexible approach from staff to meet their dietary and eating needs.

Children thoroughly enjoy the outdoors play environment. They explore and experiment with their play, using additional resources effectively to discover further. They learn to climb trees safely, understanding their own abilities and limits. They are reassured, encouraged and develop confidence to try new and exciting experiences. Children are well prepared for their next stage of their learning.

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

- Children develop very confident skills in communication and language. They quickly learn new vocabulary and use it effectively during their play. Children with language delays gain high levels of support through small-group discussion, to help support their confidence to speak and communicate their views. Parents recognise that these activities helps to close any gaps in their children's development.
- Staff know children well and constantly engage with them in stimulating and challenging activities. Children lead the play and staff use discussion and questions effectively to extend their play further. Staff are very aware of children's interests and how they learn best. For example, they recognise that some boys learn best outside and use their interests of water play to explore mathematical concepts and movement. However, staff do not always extend this learning experience to encourage children's thinking towards areas of learning that they are not interested in.
- Children learn about the world around them. They show a fascination with the natural world, exploring the texture of mud, soil, water, wood, logs, grass, leaves and spiders webs. They express awe and wonder at the way nature performs. They show a clear understanding of what spiders eat, how they spin

their webs and how it moves in the wind without breaking. Staff recognise the impact that COVID-19 has had on children's understanding about some aspects of nature. Children have not had opportunities to visit farms and zoos. Staff introduce discussions, play and resources to help children learn about animals and their babies. Children show a caring attitude towards living creatures through this play.

- Children have close bonds with all the staff. They confidently seek help when they require further resources, telling staff what they need to further their play. Children develop close friendships, finding their friends and inviting younger children into their play. They are confident to express their views, explaining to staff and their friends what they want to play with next.
- Parents make positive comments about the care and learning their children receive in the setting. They appreciate the support they are given and the information they receive about their children's ongoing development. For example, they have access to online information via a website, social media groups and group discussions. Staff make time for parents to discuss children's development, sharing regular updates via termly reports.
- Staff are eager to increase their professional knowledge and to introduce new practices to their setting. They listen to advice and assess the effectiveness of their service for the children attending and the parents' needs.
- Staff evaluate their practice on most occasions. However, on some occasions, the routine of the day can impact on children's ongoing participation and purposeful learning. For example, when children are fully absorbed in their play and are positively engaged in learning outside, staff stop the play as it is time for stories indoors.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of the procedures to follow if they have a concern about a child in their care. They attend up-to-date training for child protection. They confidently apply procedures when concerns are identified. Children learn to keep themselves safe. They listen to instructions and demonstrate an understanding of rules and boundaries to promote their safety. For example, using bicycles, zebra crossings and traffic lights to show their understanding about road safety. Staff provide a safe and secure environment for children by carrying out effective risk assessments, for indoor and outdoor play, as well as local outings.

## What does the setting need to do to improve?

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

- develop staff understanding of providing a flexible approach to consistent, effective and purposeful play

- develop staff understanding of how to use learning opportunities to broaden children's interest in different areas of learning.

## Setting details

<b>Unique reference number</b>	EY447347
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228673
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Jumping Beans Pre-School Limited
<b>Registered person unique reference number</b>	RP907692
<b>Telephone number</b>	07981520446
<b>Date of previous inspection</b>	20 October 2016

## Information about this early years setting

Jumping Beans Village Pre-School registered in 2012 as a limited company. It is located in Bean, near Dartford, Kent. The setting is open term time only on Monday, Wednesday and Friday from 9am to midday, and on Tuesday, Wednesday and Thursday, there are additional sessions from midday until 3pm. There are four members of staff qualified with early years qualifications. The manager is qualified to level 6. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Claire Parnell

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of story time with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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