

Inspection of Jelly Babies Pre-School & Nursery

Longbridge Methodist Church, 1648-1654 Bristol Road South, Rednal, Birmingham
B45 9TY

Inspection date: 4 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and leave their parents at the gate with ease. They settle quickly into the routine at this family run nursery. Outdoors, children lead their learning and make decisions about their play. They have access to a range of resources that reflect their interests. Children have good relationships with staff and peers. They feel safe and secure, and confidently express themselves. Children behave well and show kindness towards each other. They follow instructions and show awareness of what is expected of them. They understand the use of timers to countdown the end of activities, and share and take turns when they play. Staff praise children, which develops their emotional well-being, confidence and good behaviour. Children's independence is promoted well. They confidently follow handwashing routines and clear away their plates and cups after they have finished eating. Consequently, children gain skills in preparation for their next stage in learning.

Children engage actively in their play and have good attitudes to learning. In whole-group movement sessions, children participate energetically. They reach high, bend low, run and spin around. Children use items like baking powder and washing-up liquid, to see how these react with water. Children sing songs about adding fruits and vegetables together; this supports early mathematical development. Children enjoy threading fruit onto skewers to eat at snack time, which develops their small-muscle skills. They show understanding of healthy eating and talk about how fruit makes them strong.

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

- Overall, leaders and managers provide an effective curriculum across all areas of learning. In the main, the curriculum is based on the children's interests and builds on what they already know and can do. Staff interact well with children and encourage them to fully engage; this motivates children to learn.
- Children develop a good understanding of healthy lifestyles. They enjoy healthy snacks provided by the nursery and learn to control their bodies through movement and balance in a daily yoga session. As a result, this promotes children's physical skills and mental well-being.
- Children with special educational needs and/or disabilities are well supported. Managers ensure that the interests of the children are catered for and they work closely with other professionals. This means that all children receive the help they need to enable them to make good progress.
- Staff know the learning and developmental needs of the children that they work with. Overall, staff understand the children's ages and stages of development, and identify gaps in their learning. They plan group activities to meet the children's needs. As a result, children make good progress from their starting

points.

- Partnership with parents is strong. Parents speak highly of the nursery and are happy with the support their children receive. They value the information they are given about their child's progress, both written and verbal. They also receive advice on how to support their child's learning at home. This means there is continuity between the nursery and home.
- The behaviour of children is good. Staff are good role models and gently remind children of how they are expected to behave. As a result, children listen and respond well to the staff.
- Leaders and managers recognise the impact COVID-19 has had on children's speech and language development. Staff use sign language to support the children's speech. They also introduce new vocabulary. However, children are not encouraged to use new words in different play situations. Staff repeat words that children say but do not extend these. Therefore, children do not always develop the confidence in the use of new vocabulary to further develop their language skills.
- Children are exposed to opportunities to learn new ideas and concepts. However, on occasion, staff do not fully use opportunities to ensure children understand new concepts that are introduced to them, such as weight. This means that children have not yet fully embedded newly acquired knowledge.
- Leaders and managers are aware of the diversity of their learning community. They celebrate festivals from different cultures, such as Diwali and Chinese New Year. Parents often come to the nursery to share items from their own culture with the children, and talk about their traditions. This allows children to feel valued and develop understanding, respect and tolerance of others.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete regular safeguarding training, which ensures they keep their knowledge up to date. They can identify signs and symptoms which may indicate that a child is at risk of harm. Staff know the procedures to follow should they have concerns about a child's welfare or if an allegation is made against a member of staff. Staff understand they should only let children leave with known adults and those authorised to collect them. Leaders ensure that all staff are trained in paediatric first aid. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- increase opportunities for children to build on new vocabulary and further develop confidence in their language skills

- ensure children's learning is sequenced appropriately to help them remember and use their new knowledge and skills.

Setting details

Unique reference number	509484
Local authority	Birmingham
Inspection number	10116376
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	24
Name of registered person	Jelly Babies Pre-School & Nursery Committee
Registered person unique reference number	RP518891
Telephone number	0121 453 7294
Date of previous inspection	18 September 2014

Information about this early years setting

Jelly Babies Pre-School & Nursery registered in 1993 and is located in the Rednal area of Birmingham. The nursery is open Monday to Thursday from 9.15am to 2.45pm, and on Friday from 9.15am to 1pm. There are currently four staff employed to work with the children and one volunteer. One staff member holds a qualification at level 5 and three staff members hold qualifications at level 3. The nursery receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Naziha Amin

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observations of group activities with the deputy manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- Discussions and meetings were held with the management team and staff during the inspection.

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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