

Inspection of Jelly Beans Montessori Open Air Pre-School At Hockley Primary School

Hockley Primary School, Chevening Gardens, Hockley SS5 4UR

Inspection date: 27 July 2022

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 separate from their parents at the pre-school door with an eagerness to start the day. Staff greet them with a friendly and cheery smile and welcome them into the home-from-home setting. Children show high levels of independence and care for their own play environment. For instance, they wash their own hands, cut and serve themselves snacks and pour their own drinks. When they notice they have spilt water, they use paper towels to clear up any puddles. Staff take care to ensure that children are praised for helping.

Children feel safe and secure in the care of the friendly staff, frequently snuggling up for cuddles when needed. Older children seek staff out to show their accomplishments and share their ideas. As they build a maze with bricks, they count each block and estimate how many more they will need to reach the end. They confidently use mathematical language, such as 'longer' and 'shorter'. Children use their imagination and creativity to make a den. They talk freely to each other about the bacon or sausage sandwiches on offer, and prepare them for their friends in the play kitchen.

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

- Staff create a sequenced curriculum that incorporates children's evolving interests. They know the children they care for well. Staff use their knowledge of child development to offer a wide range of interesting learning opportunities that help children to make good progress.
- Partnerships with parents are strong. Staff provide a wealth of opportunities for parents to be involved in their children's learning. Parents appreciate how staff take each child as an individual and support them to be prepared for when they move on to school. Staff share regular updates about children's achievements through formal meetings and informal verbal exchanges of information.
- Children show an understanding of the clear boundaries in place to respect each other. They speak confidently about the 'Jelly Bean's rules' and refer to them regularly. Older children are sensitive to the needs of younger children, helping to carry their bags at home time or checking on them if they are upset. Staff calmly manage children's minor disagreements. They know when it is appropriate to allow older children time to work out differences themselves. This means that children are beginning to regulate their own behaviour.
- Children are taught about the world around them. They closely observe a range of wildlife in the garden, knowing to keep quiet so as not to scare the animals away. They discuss the weight of long lengths of wood and how it gets lighter as it dries. Children are interested in a world map, discussing where their friends have been or are going. They share in celebrations and games from different cultures.

- The manager and staff swiftly identify children who need additional support and those with special educational needs and/or disabilities through their regular assessments. They work in partnership with parents and other professionals to ensure a suitable curriculum is put in place.
- Children have ample opportunities for fresh air and exercise. They enjoy long periods of time outside, which support their physical skills and health. They confidently ride tricycles, skip and assess risks as they balance on ropes and jump off tree stumps. Children gather props from around the garden to retell stories. For example, several children clamber on a broom as they retell parts of the story about a broom, which they are obviously familiar with.
- Leaders supports staff to build on their knowledge and skills. Regular supervision meetings help to identify and build on staff practice. However, leaders do not always ensure that the higher level of teaching is consistent. For example, when a group of children are engaged in mixing water and flour to make dough, staff do not build on children's language and introduce them to even more complex vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. All staff have completed safeguarding training, ensuring children's safety and protection are a priority. Staff understand and recognise signs and symptoms that may indicate a child is at risk of neglect or abuse. Secure reporting procedures are in place for leaders and staff to share their concerns with the appropriate professionals. Staff talk to children about how to keep safe. They discuss the importance of wearing sun cream and sun hats to keep themselves safe when playing outdoors. A clear procedure for safe recruitment is in place, including checking the suitability of new staff and the ongoing suitability of existing staff. The deployment of staff is well organised so that children remain safe.

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 provide higher levels of teaching and interactions to further extend children's learning experiences.

Setting details

Unique reference number	EY552359
Local authority	Essex
Inspection number	10152091
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	58
Name of registered person	Jelly Beans Montessori Nursery Ltd
Registered person unique reference number	RP531791
Telephone number	01702 207373
Date of previous inspection	Not applicable

Information about this early years setting

Jelly Beans Montessori Open Air Pre-School registered in 2017. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, and one at level 6. The pre-school opens Monday to Friday, from 7.30am to 6pm, all year round, apart from closing for Christmas. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Jane Le Marie

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 went on a learning walk around the pre-school with the manager to gain understanding of the intention of the curriculum.
- A number of parents provided feedback about the pre-school through discussions with the inspector or written statements.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A discussion was held with the manager and documentation was checked by the inspector.
- A joint observation of an activity was carried out by the inspector and the manager.

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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