

Inspection of Jumping Jellybeans Ltd

Cliff View Road, Camborne TR14 8QH

Inspection date:

28 October 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the setting happy and excited to play with their friends. They show everyone their Halloween outfits and choose what they want to play with. Children form positive relationships with each other and show their independence skills. They freely access the board game cupboard and swiftly tidy up when asked. Children choose to play with building bricks or various other games. They are confident, take turns and play cooperatively.

Children benefit from staff that know them well. They talk about their upcoming birthdays and enjoy singing the 'Happy Birthday' song to their friends. Children wear the 'happy birthday hat' and enjoy performing the actions to the song with staff. This makes children feel important and boosts their self-esteem. Children have regular access to drinking water and quieter areas to rest. Children take themselves to the cushioned area when they feel tired. Staff provide children with apples or oranges at snack time, and this helps to maintain the children's focus and energy.

Parents feel their children are safe and settled at the setting. They comment that their children enjoy the trips to the cinema and other activities during the holidays. Parents are complimentary about the relationships children have with staff, and their children look forward to coming.

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

- Children with special educational needs and/or disabilities are supported effectively. Staff prepare children for trips outside the setting by discussing what will happen before and what they may come across while they are out. This helps children feel at ease and ready for the trip. Staff collaborate with parents. They work closely on strategies used at home to best support children's well-being.
- Staff seek children's views on what they would like to do and inform children about the plan of the day. They cover the safety rules of the setting, including where the fire exits are. Staff remind children to use the recycling bin for card or paper and use another bin for food waste. Staff explain the importance of washing their hands and using soap to get rid of germs. This gives children the tools to make informed choices and teaches them about good hygiene.
- Staff ask children, 'What are the golden rules?' Children put their hands up and talk about being kind and respectful to each other. Staff praise children for remembering and point to a poster displaying the code of conduct as a visual prompt for everyone. Children talk about what they like and do not like. This gives children a voice and helps to minimise potential disagreements between

them.

- Children build structures with wooden blocks. They roll marbles down slides and ramps and enjoy watching how fast they can make them go. Children talk about how high their ramp is in comparison to others and talk about how to make it better. This helps to strengthen children's problem-solving skills.
- Staff give value to children's art creations. They praise their drawings and remind them to put their name and date on it. Staff write the date on the whiteboard for children to see. This helps to develop children's knowledge of the days of the week and months of the year. Children relate this to their learning at school, when they write the date on their work.
- Children love to play 'Halloween bingo'. Staff remind children to put their 'listening ears on' and explain that winning rows can be vertical or horizontal. This enables all children to participate and follow the rules of the game. Children talk about how many they have left to find. This strengthens children's knowledge of numbers. Staff act out the characters of each bingo card and say the phrase 'hubble bubble, toil and trouble' when they find a witch. This extends children's language skills and keeps them highly engaged.
- The manager is proactive in reflecting on the training needs of staff. She seeks opportunities to link up with other providers to access additional training. This aids the professional development of staff effectively. The manager maintains partnerships with the schools children attend, which supports the children's experiences in the setting.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, staff have improved their safeguarding knowledge and are confident in identifying possible signs of abuse and neglect. They have a secure understanding of all safeguarding issues, such as the 'Prevent' duty, and know how to escalate concerns if needed. Staff know the procedures to follow when making referrals to relevant outside agencies. This helps to keep children safe. Risk assessments are regularly reviewed, and the setting is secure. Staff discuss trip hazards in the setting with children and what to do if the fire alarm goes off. This helps children to act appropriately and safely in the event of an emergency.

Setting details

Unique reference number	2583380
Local authority	Cornwall
Inspection number	10238985
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 10
Total number of places	30
Number of children on roll	104
Name of registered person	Jumping Jelly Beans Ltd
Registered person unique reference number	2583382
Telephone number	07872928650
Date of previous inspection	11 March 2022

Information about this early years setting

Jumping Jellybeans Ltd registered in 2020 and is situated in Camborne, Cornwall. It operates before and after school during term time, and for full days in the school holidays, from 7.30am until 6pm. It offers care for children aged between four and 13 years. A team of four staff work with the children, of which, three hold relevant childcare qualifications at level 3.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting and reviewed evidence of the suitability of staff working there.

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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