

Inspection of Jellybeans Nursery & Pre-school

Wilne House, Millers Lane, Derby Street, Burton-on-Trent DE14 2NS

Inspection date: 25 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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's well-being is of utmost priority. This means they settle exceptionally well; they are safe and secure. Children benefit from attentive and considerate staff who observe and listen to what they need. For example, staff ask children for their permission to join an activity, saying, 'Can I share your space?' This shows that staff highly respect children's views and feelings, which positively influences children's good behaviour and happiness.

Children have an abundance of choice in their learning. For instance, toddlers use pipettes during water play to explore concepts such as filling and emptying. They confidently extend their ideas into other areas of play to strengthen their interests and engagement. For example, they notice their marks disappearing as they add water to the chalkboards.

Children flourish in their communication skills, including children with special educational needs and/or disabilities. They greatly benefit from a prioritised 'talking space' to promote their listening and attention. Staff describe children as 'social butterflies', and they organise time for children to tell their peers about the items they bring in from home to build on children's confidence.

Children who speak English as an additional language talk to bilingual staff in their home language. This helps them to share their experiences. Children celebrate events that are important to them, such as a Romanian festival where they paint eggs red, yellow and black. They develop a strong sense of belonging and a positive view of culture and diversity.

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

- The curriculum is sequenced to ensure all children build on what they know and can do. For example, the environment is purposefully planned to ensure children excel in their physical development. This helps children to acquire the needed skills and strength to progress in their learning. As a result, children of all ages are extremely independent.
- A wealth of time and consideration is spent evaluating children's experiences, including those in receipt of additional funding. For example, staff reflect on children's learning as they sit on the floor to understand what the environment looks like at child-height. When children wear hearing aids, staff learn how the aids work, and they adapt the environment to reduce potential sound barriers. This shows that children are at the heart of all decisions made.
- Children greatly benefit from a language-rich environment where they express their ideas and feelings. For instance, babies babble as they notice their family photos, and pictures of a seaside town prompt older children to engage in

conversations about their experiences at the beach.

- Staff place a strong emphasis on strengthening children's vocabulary. They adapt their language to meet the vast needs of children. For example, when staff ask children to place an object 'in-between', they quickly adapt their terminology to ensure that children understand what 'in-between' means. Furthermore, staff give children the initial sounds of words and use visual aids to prompt their language skills. This helps children's vocabulary growth.
- A well-established key-person system means all children greatly benefit from secure attachments. For instance, babies who are new to the setting smile in the arms of their key person, and together they explore sensory materials that hang from the ceiling. Staff work in partnership with parents from the beginning to ensure they complement children's interests and backgrounds.
- Overall, children's behaviour is good. However, on occasion, children need support to share and cooperate with their peers. Should children engage in conflict, staff are highly skilled to defuse the situation. However, not all staff encourage older children to recognise the impact of their behaviour. This means children do not always receive the guidance they need to excel in their behaviour management.
- Parents and carers share their overwhelming happiness for the support their children receive, including how staff work with external professionals to improve children's situations. Staff use an online system, and they invite parents to attend stay-and-play sessions to promote a two-way flow of information. Feedback from parents plays an integral part in how the setting is organised. For instance, when parents inform staff that their children have never been on a bus, staff plan experiences for children to travel on public transport.
- The manager has not been in post for a sustained amount of time. However, she is extremely proactive to evaluate current ways of working to further raise the quality of teaching and learning. Through staff supervision, rigorous audits and partnerships with external professionals, she confidently identifies gaps in the curriculum to drive improvement.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate strong knowledge of the signs and symptoms that may indicate a child is at risk of neglect or abuse. They confidently discuss the 'Prevent' duty guidance and extremist views. Staff teach children about dangers in the community, such as 'stranger danger', and they use technological resources to discuss internet safety. They understand the correct procedures to follow should they have concerns about a child's welfare, including allegations against staff. There are secure arrangements in place for children of all ages to sleep safe. Staff are extremely aware of their responsibilities, including the importance of ensuring babies sleep in a safe position.

What does the setting need to do to improve?

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

- strengthen staff practice to an even higher level to ensure they consistently help older children to manage their feelings and recognise the impact of their behaviour.

Setting details

Unique reference number	2633477
Local authority	Staffordshire
Inspection number	10281169
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	0 to 4
Total number of places	49
Number of children on roll	53
Name of registered person	Jellybeans Club Limited
Registered person unique reference number	RP902435
Telephone number	01283563162
Date of previous inspection	Not applicable

Information about this early years setting

Jellybeans Nursery & Pre-school registered in 2021. It is situated in Burton-on-Trent. The nursery is open Monday to Friday, 7.30am to 6pm, all year round. There are 11 members of staff, six of whom hold an appropriate early years qualification at level 3, and four staff hold qualifications at level 2. The nursery receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 and the inspector completed a learning walk.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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