

Inspection of Jelly Beans Ltd

St Andrew's United Reformed Church, Northey Avenue, Sutton, Surrey SM2 7HF

Inspection date: 18 July 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Staff develop strong attachments with children and their families. Children arrive to the pre-school happily and separate from their parents with ease. They quickly settle into the familiar routines. The manager and staff team create a curriculum with a clear intent. They work closely to provide an enabling environment. Staff's aim is for children to explore, gain life skills, get school ready and be happy learners. The manager and key persons make effective use of settling-in arrangements by completing home visits. This supports them to build strong relationships with parents and children from the beginning. Staff are able to gather detailed information to plan effectively for individual children's needs and abilities. This helps children to transition with ease into the setting.

Staff understand that some children need additional support with their learning. They work closely with external agencies and professionals to identify and support children who need additional help. Children who prefer to learn outdoors thrive in the well-resourced garden, where they have access to all areas of learning. Children display good social skills when playing with others. For example, they use sand timers to support them to share and take turns when using resources. Children's behaviour and attitudes to learning are good. Staff provide a calm environment, with clear expectations for children's behaviour. Children of all abilities benefit from this consistent approach.

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

- Children's early literacy and mathematical understanding is promoted well. They thoroughly enjoy listening to stories and have tremendous fun making marks with chalks in the garden. Older children are keen to write letters from their names and inform the inspector that, 'X marks the spot.' They develop their understanding of shapes, number and weight during focused activities with their key persons. Staff introduce mathematical language, such as 'balance' and 'even', as children access weighing scales.
- The management team and staff develop strong partnerships with outside professionals and agencies. This results in effective and well-coordinated strategies which support children with gaps in their development and special educational needs and/or disabilities (SEND). The passionate manager and deputy work tirelessly to secure funding to purchase additional resources and staff. This helps children to catch up in their development and supports children with SEND.
- Staff support children's health and well-being, as children learn to develop healthy lifestyles. For instance, children access portable sinks to wash their hands before meals. Children enjoy healthy snacks and drinks consisting of fresh fruit, water and milk. They develop their independence as they peel their fruit

and unpack their own packed lunches.

- Staff observe and assess children's learning effectively. They keep parents informed about their children's learning and work together to plan what children need to learn next. The effective partnerships between staff and parents ensure that there is consistency of support for children between the pre-school and home.
- Children access fresh air and exercise daily. They have tremendous fun with the staff, whizzing around the garden on balance bicycles and scooters. Staff organise the pretend road layout to reinforce children's knowledge of road safety. Children are enthusiastic and keen to take part in bug hunts with clipboards with a checklist of minibeasts. They show care and consideration as they gently handle worms and woodlice.
- Overall, staff place a high importance on promoting children's communication skills. For example, they work at children's level, use Picture Exchange Communication System and lots of discussion during their play. However, they do not consistently consider providing bilingual children with opportunities to see, hear and use their home languages within the setting.
- The management team is committed to the pre-school's continuous improvement. It closely monitors the progress that individual and groups of children make. This information is effectively used to further enhance the curriculum and target improvements. For instance, staff have recently extended the pre-school by adding a 'caring cabin', which provides a sensory, calm haven for children of all abilities.
- Parents speak positively about the care that their children receive in the pre-school. They feel that their children's needs are met and that they progress well in their learning. Parents comment they recommend this setting highly and their children are very happy and have grown in confidence.
- Staff have access to a broad range of online and face-to-face training opportunities. They complete courses such as on supporting children's play, supporting children with SEND, outdoor play and encouraging positive behaviour. This helps to promote positive outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager has an effective knowledge of safer recruitment and ensures that the process is robust. All staff are required to provide references and complete Disclosure and Barring Service checks to ensure their suitability to work with children. The manager and staff have a broad knowledge of child protection issues. They are able to identify the signs and symptoms that may indicate that a child is at risk of harm. Staff know who to contact if they have concerns about a child's safety and welfare. The manager provides staff with access to online training throughout the year to keep their knowledge fresh. She further raises staff knowledge through in-house meetings and quizzes. Staff complete regular risk assessments to ensure that the activities and environment are safe for children.

What does the setting need to do to improve?

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

- provide regular opportunities for children to see, hear and use their home languages within the setting to enhance their communication even further.

Setting details

Unique reference number	EY384686
Local authority	Sutton
Inspection number	10301172
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	75
Number of children on roll	116
Name of registered person	Jelly Beans Preschool Limited
Registered person unique reference number	RP909296
Telephone number	0208 643 7378
Date of previous inspection	18 January 2018

Information about this early years setting

Jelly Beans Ltd registered in 2009 and is located in the the London Borough of Sutton. The pre-school employs 25 members of childcare staff, including lunch and bank staff. Of these, 21 staff hold appropriate early years qualifications ranging from level 2 to 6, including the manager who holds a foundation degree in early years education. There are four unqualified members of staff. The pre-school operates during term time, Monday to Friday. The 'Early Beans' session is from 8am to 9am, the morning session is from 9am to midday, the lunch session is from midday to 12.30pm, the afternoon session is from 12.30pm to 3pm and the 'Late Beans' session is from 3pm to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Trisha Edward

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager and the inspector completed a learning walk together.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector conducted a joint observation.
- The inspector held several discussions with the staff and children 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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