

Inspection of Jumping Beans, Garratt Park Playgroup

Garratt Park One O'Clock Centre, Siward Road, LONDON SW17 0LA

Inspection date:

1 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed into the nursery's enclosed garden by friendly staff. They play outside until all their friends have arrived, then know to go inside and hang their coats up. Children are helped to self-register and supported to find their name. This also helps with early letter recognition.

At circle time, staff ask children if they can remember the days of the week and what day comes next. Children confidently shout the answer and are congratulated for their efforts. Staff remind children of expected behaviour. Children all chime in, remembering they need to use listening ears and kind voices.

Enthusiastic adults help with the care of the children. However, frequent changes in adult helpers leads to a varied approach in how things are done. This inconsistent approach impacts on the quality of education delivered. Despite this, children are familiar with the structure and routine of the day and play happily.

Children enjoy a wide range of activities covering all areas of learning. The manager plans and designs activities to suit the needs of the children. Staff try to engage children by asking questions and talking to them. However, children are not always given sufficient thinking time to answer and, therefore, lose interest.

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

- Behaviour is generally good. However, an inconsistent approach to behaviour management by the adult helpers means the manager frequently steps in. Children are told to share but are not always shown how. Despite this, all adults work hard to form positive relationships with the children.
- Staff show care towards the children and speak to them with respect. Children are taught about emotions and encouraged to think about how they are feeling. Staff help children to match facial expressions with feelings using masks. They are encouraged to care for their friends and use 'kind hands' and words.
- Children benefit from a feeling of community and togetherness. Parent volunteers bring different skills, cultures, and languages to enrich the experience of the children. For example, reading stories in different languages or enjoying cultural celebrations. Children learn the importance of giving and working together.
- Leadership and management heavily rely on parent volunteers and bank staff. This means interactions with children and teaching varies daily. Parents report being happy to be involved and are satisfied with the level of care.
- The manager works hard to ensure children are happy and have a positive experience. Children are treated equally, including those with special educational needs and/or disabilities. The manager engages well with parents and local

services to help improve provision for the children. Policies and procedures are made available to all to help promote openness.

- Children learn about personal care and hygiene as they enjoy washing dolls in a bath. They show care and attention as they gently squeeze the sponge and drip bubbles over the dolls before washing it off again. Staff ask children 'how mummy washes their hair' as they rub the sponge over the doll's head. Children respond by showing how it is done.
- Staff support children to be independent at snack time by encouraging them to help prepare fruit. They practise fine motor skills as they peel bananas and use cutlery to self-serve from the plate. Thoughtful staff serve a selection of peeled and unpeeled apples for those who do not like the texture. This ensures all children can try everything.
- Activities are planned for individual children with next steps and progress in mind. However, inconsistent staffing and lack of training means children do not always gain maximum benefit. Adult interactions with children are of varied quality. For example, intent for activities is sometimes unclear or missed. This means children do not gain the maximum benefit of learning from the activities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that all adults working with children receive appropriate training and professional development opportunities to enable them to implement the curriculum consistently and provide high-quality teaching and learning opportunities for children.	04/03/2024

Setting details

Unique reference number	EY284330
Local authority	Wandsworth
Inspection number	10331648
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	20
Number of children on roll	9
Name of registered person	Jumping Beans Garratt Park Playgroup
Registered person unique reference number	RP524213
Telephone number	0208 9477 318 or 07503994183
Date of previous inspection	6 June 2019

Information about this early years setting

Jumping Beans, Garratt Park Playgroup registered in 2008. It is located in Garratt Park in Tooting, in the London Borough of Wandsworth. The nursery is open each weekday from 9.15am to 12.15pm, during term time only. The manager holds a level 3 qualification.

Information about this inspection

Inspector
Zoe Duggan

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 into account in the evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery.
- The inspector observed the quality of the education being provided across the pre-school, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an obstacle course outside with the manager.
- Parents spoke to the inspector and shared their views.

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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