

Inspection of Jelly Beans Montessori Pre-School At Plumberow

C/o Plumberow Primary Academy, Hamilton Gardens, Hockley SS5 5BX

Inspection date: 4 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Leaders and staff successfully organise the pre-school environment so children can safely choose whether they wish to play indoors or outdoors to lead their own learning. The pre-school staff follow the Montessori approach and break tasks down into manageable steps to help children naturally progress as they build on their skills. Staff offer more challenging experiences, as children master these skills, to extend what children already know and can do. They provide interesting experiences for children to learn based on their interests. For example, children talked about growing sunflowers at home so staff introduced them to the works of the artist Van Gogh. They read books about him and children are familiar with his famous sunflower painting. Children attempt to paint their own sunflowers and observe how flowers decay if they are not watered over time.

Leaders and staff have developed a familiar routine where children feel comfortable and secure. For instance, they offer a five-minute warning when it is time to tidy up or go inside. This helps to ensure that children's learning and engagement are uninterrupted. Staff skilfully incorporate early literacy into enjoyable activities. For example, children eagerly practise writing numbers and comments when they score their friends' performances on the stage in the garden. Staff role model polite and appropriate behaviour. In turn, children watch intently, and enthusiastically clap and praise the singers and dancers before sharing their votes.

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

- Leaders hold regular team meetings and share relevant information to keep staff knowledge up to date. Leaders have seen improved interactions as a result of recent professional development opportunities. Staff say it is a great team. They remark that leaders are supportive and encourage career progression through qualifications and specialist training.
- Leaders have created an ambitious curriculum that helps to close gaps in children's development and learning. They recognise that since COVID-19, some children find it more difficult to follow instructions. Therefore, they have added relevant resources, such as recipe cards in the mud kitchen, to address this.
- Key persons work effectively with parents to get to know children's knowledge and skills from the start. They also use their own initial observations to assess any gaps in children's learning and development. Staff plan activities to meet these needs and know what they want children to learn. However, they sometimes do not adapt their interactions when an activity does not capture all children's attention.
- Staff introduce basic mathematics while children play. For instance, they encourage children to count the number of sunflower seeds and assess how many more scoops of soil they need to fill the pot. Children remember what they

have learned and excitedly tell staff that seeds need sun and water to grow.

- Staff engage groups of children in relaxed conversations. Children eagerly share funny stories about their families and pets. This helps them feel valued while improving their listening and attention skills. However, staff do not consistently introduce new, more complex words, to expand children's vocabulary.
- Staff provide plenty of opportunities for children to grow their independence and practise meaningful self-help skills. Children use appropriately sized equipment to competently serve themselves at mealtimes. They are learning to recognise their own unique needs and confidently ask staff for a bed when they are tired.
- Staff sensitively talk to children about how others feel when, for example, they do not have enough play dough to join in. This contributes to children's emotional development. Staff are respectful when they ask if children would like a cuddle to comfort them and are mindful of their wishes.
- Leaders have established strong partnerships with the school on site. Staff meet regularly with the school special educational needs coordinator (SENCo) and early years lead to share relevant information about children's individual needs. This helps facilitate a smooth transition to children's next stage of learning. Staff liaise with other settings that children attend to provide consistent care and education.
- Staff work closely with other agencies such as speech and language therapists and the local authority inclusion adviser. They implement strategies to provide an inclusive environment where all children can take an active part in the activities on offer. Children are encouraged to share their customs and holidays so all children hear about each other's differences and similarities.
- Parents appreciate daily chats and access to online systems to share information about their children's learning and development. They comment that their children's speech, behaviour and social interactions have 'improved dramatically' in their time at the pre-school.

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

- strengthen staff's ability to adapt group activities and consider children's levels of engagement to ensure that all children can effectively benefit from the learning opportunities
- support staff to extend children's communication and language skills and introduce more complex vocabulary.

Setting details

Unique reference number	EY539763
Local authority	Essex
Inspection number	10344399
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	30
Number of children on roll	63
Name of registered person	Jelly Beans Montessori Nursery Limited
Registered person unique reference number	RP531791
Telephone number	01702200777
Date of previous inspection	26 September 2018

Information about this early years setting

Jelly Beans Montessori Pre-School At Plumberow registered in 2016. The pre-school employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

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 provider.
- The manager, area manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff and parents at appropriate times during the inspection and also took account of parents' written views.
- Children spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of activities with the manager and area manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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