



Jelly Beans Play Group

Inspection report for early years provision

Unique Reference Number	122605
Inspection date	19 June 2006
Inspector	Debbie Molly O'Callaghan
Setting Address	The Epiphany House, Mansfield Drive, Merstham, Redhill, Surrey, RH1 3JP
Telephone number	01737 642416
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Registered person	Jelly Beans Play Group
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Jelly Beans Play Group has been established for many years. The group operates from a church hall in Merstham, Surrey and serves the local area. Children have access to a large hall. Toilets and hand washing facilities are easily accessible. Staff have access to a kitchen. A well equipped outside play area can be used all year round.

There are currently 55 children, aged from two to three years, on roll. This includes

children who receive funding for nursery education. There is provision in place for the setting to support children with learning difficulties/disabilities and children who speak English as an additional language.

A team of six staff work with the children. Of these, three hold recognised early years qualifications - Montessori teaching and NVQ Level 3 in Early Years Care and Education.

The play group is a member of the Pre-School Learning Alliance and receives support from Surrey Early Years and Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing good levels of independence in their personal care. They learn to wash their hands after messy activities and before snacks. They are protected from the spread of infection as a result of the staff's careful attention to good hygiene practice, particularly in cleaning surfaces before use. The premises are clean and well maintained.

Staff have up to date first aid qualifications enabling them to support children's welfare.

There is a quiet area available for children who need to rest, this supports children's individual needs.

Children's health is promoted through the provision of nutritious snacks and recent topic work on healthy eating.

Parents provide children's snacks. The group strongly encourage parents and children to bring in healthy snacks such as fruit, yoghurt and vegetables. Staff are aware of any allergies or special dietary requirements and ensure that this is considered when planning cooking activities.

Children enjoy daily physical exercise that contributes towards a healthy lifestyle including using large play equipment and regular outdoor play. They also thoroughly enjoy participating in a football activity which is organised by an external company.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a safe, well organised environment. This allows them to move around and play safely.

The layout of the hall has been well planned with separate areas for different types of play, for example a role play area, art and craft table and construction mat. Although

activities are changed regularly, the layout remains the same each day so that children are confident and know where to find things.

They have access to a range of good quality toys and equipment which are regularly checked and updated. Staff carry out regular risk assessments and safety checks in order to protect children from harm.

They have taken precautions to minimise risks, such as, preventing children's unsupervised access to the kitchen and checking the outside play area daily. An effective key worker system ensures the supervision of children at all times.

Children learn to take responsibility for their own safety, for example, when using the climbing frame, they know that they must take turns and play safely.

Staff attend child protection training and demonstrate a sound knowledge of child protection issues and the signs and symptoms of abuse. This helps to safeguard children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the group confidently and settle quickly into familiar routines. They form positive relationships with staff and play well alongside other children. Children are interested in the range of activities prepared for them and are able to concentrate and persevere for long periods at their chosen activities. This is particularly evident when children are listening to stories or taking part in the organised football activity.

Children are generally confident in making choices and are developing good levels of independence.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are developing their knowledge and understanding of the early learning goals and plan a suitable range of activities to promote children's learning. Some staff take advantage of spontaneous opportunities to extend children's learning and develop their interest through appropriate questioning.

Staff create a busy and purposeful environment for the children, which helps to promote learning and maintain their interest. However changes within the setting have resulted in some difficulties with the curriculum planning and recording of children's progress. Current curriculum plans are limited and the children's assessment records lack detail. This restricts staff from consistently providing a suitable range of learning opportunities and does not enable them to use children's records to inform future planning.

Children talk about their experiences and make links with home by talking with staff and their friends about their family and pets. Children are encouraged to take some responsibility for their environment and help to tidy up at the end of the session.

Children play well together and respond well to gentle reminders from the staff about sharing and taking turns. Children's self esteem and confidence is developed as a result of the constant praise and encouragement they receive from the staff.

Children's language and listening skills are developing well. They concentrate well during story time and fully participate in discussions. They listen intently and respond enthusiastically to prompts from the staff. Whilst reading a book about cars and discussing filling the engine with petrol, one child confidently stated to the member of staff "you forgot to say that you put the hose back after you got the petrol".

Children see some examples of labelling and have some access to mark making materials. This helps children to learn that print carries meaning and provides opportunities for them to develop their writing skills. However, there are limited opportunities for children to learn and recognise their names as there is little evidence of these written down for children to see.

Children recognise numbers and colours and have some opportunities to sort, match and count during discussion time and planned activities. However there are few opportunities during the daily routine for children to develop their skills in calculation. This prevents children from developing an understanding of concepts such as addition and subtraction as this is not regularly reinforced during everyday activities, such as snack time.

Children learn about the wider world through planned topic work and activities such as 'under the sea', 'growing food' and 'celebrating festivals from around the world'. This involves studying sea-life, animals, how foods grow, tasting foods and learning about differing countries and cultures. These topics enable children to explore their senses, develop their skills in observation and study change.

Children have many opportunities to develop their physical skills and enjoy playing with a good range of apparatus and equipment to support their play. Children negotiate obstacles and use hoops, balls and wheeled toys confidently. They particularly enjoy the football activity, led by an external company, which provides many opportunities for children to acquire new skills and develop their co-ordination.

Children regularly use a range of media to explore and develop their creative skills. They enjoy sensory play, such as playing with play dough, shaving foam and pasta. Children use different techniques to create art work, some of which is displayed within the group.

Helping children make a positive contribution

The provision is satisfactory.

Children enter the group happily and settle quickly. They have named coat pegs which helps them to have a sense of belonging. Children learn about the wider world through the attractive wall displays, celebrations and photographs that depict festivals and other cultures.

Staff liaise with parents and other professionals to ensure that children with special

needs are included and their needs addressed.

Children behave well, they show increasing levels of confidence and independence. They interact well with adults and with other children, learning to take turns and to share. In-house training has been given to all staff to enable them to implement consistent strategies for managing children's behaviour. As a result children receive lots of praise and encouragement and respond well to this.

Partnership with parents and carers is satisfactory. Parents receive some information about the group. They are kept informed about activities and events through newsletters and notice boards, and are invited to contribute resources and practical help. However there are no formal procedures in place to inform parents about the educational programme and their child's progress, this means they are not always kept fully informed about the foundation stage curriculum or their child's achievements.

Overall children's Spiritual, Moral, Social and Cultural development is fostered appropriately.

Organisation

The organisation is satisfactory.

Most staff hold an appropriate early years qualification and show a commitment to ongoing training. This enables them to develop their skills and enhance children's learning further.

Most of the required documentation is in place and suitably maintained to promote the welfare and care of the children. However the procedures for recording accidents, existing injuries and medication are unclear and lack detail. As a result, not all records are confidential and staff and parents are not always fully informed about the health needs of the children.

Leadership and Management is satisfactory

Children are making satisfactory progress in a well-organised environment with a suitable range of resources. The manager has a sound understanding of the Foundation Stage curriculum and is able to support staff with planning a balanced range of opportunities to support children's learning. Although staff have begun to assess the children's progress, the process of using this information is just beginning to develop. Consequently, some challenges for children are insufficient.

The manager has a clear aim for the group and has reviewed practices and identified some weaknesses. She has yet to fully implement a thorough system to monitor, review and evaluate the nursery education, to ensure children consistently receive suitable challenges.

There is a strong commitment to improvement throughout the team which is instigated by the manager, staff are keen to access training to ensure they provide good levels of education and care for the children.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous Children Act inspection there were some recommendations raised in relation to the policies regarding behaviour management, emergency evacuation and lost/uncollected children.

Staff have addressed these issues by attending behaviour management training and devising appropriate written policies. This helps to ensure staff manage behaviour effectively and that staff are aware of the correct procedures to follow.

A recommendation regarding the safety of the outdoor play area was also raised. As a result of this the staff undertake a daily risk assessment of the area to ensure it is safe and suitable for the children's use.

A further recommendation was raised with regards to the organisation of role play resources to support children's play. This has been addressed as staff now ensure children can freely access the home corner, select from a range of dressing up clothes and resources on a daily basis. As a result of this, children are given more opportunities to develop their creative skills and engage in imaginative play.

At the previous Nursery Education inspection, the group was required to extend the opportunities within the daily routine for children to see their names in print and begin to develop name recognition.

There is some evidence of labels and words on display for children to develop an understanding that words carry meaning, however there is still little evidence of children's names being freely displayed. This continues to be an area for improvement.

It was also recommended that the organisation of snack time was reviewed to increase the opportunities for children to develop counting and mathematical skills.

The organisation of snack time continues to restrict the opportunities for children to extend their skills in calculation. This remains a weakness of the provision.

Complaints since the last inspection

Since the last Ofsted inspection, one complaint has been received.

This related to Standard 7 - Health, Standard 12 - Partnership with Parents and Standard 14 - Documentation.

In response to this complaint, Ofsted asked the provider to carry out an internal investigation. A response was received and as a result of this, documentation and policy statements have been reviewed. These documents were inspected at the time of inspection. As a result of this, Ofsted is satisfied that the provider meets the National Standards and remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all documentation relating to the organisation and management of the play group is readily available, well-organised and contains all necessary details, including confidential accident/incident records

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the curriculum planning and assessment format to ensure short term planning records and observations are informative for staff and clearly reflect the intended learning outcomes for all activities, in order for staff to identify next steps in learning
- ensure all staff make full use of routine activities, such as snack time, within the daily routine, to extend children's learning further
- improve the partnership with parents and carers by ensuring that information regarding the play group and Foundation Stage curriculum is readily accessible.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk