

Jelly Beans Pre-School

Inspection report for early years provision

Unique reference number 127280
Inspection date 20/10/2009
Inspector Stephanie Graves

Setting address High Street, Wouldham, Rochester, Kent, ME1 3UF

Telephone number 07855 041496

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Jelly Beans Pre-School opened in 1992 and is registered by Ofsted on the Early Years Register. It operates from one room in the village hall in Wouldham, Kent. The setting is situated directly off the main high street with outdoor toilet facilities accessible via two low steps. All children share equal access to an enclosed outdoor play area. The pre-school is open each weekday from 9.15am to 11.45am with additional sessions available on a Tuesday, Wednesday and Thursday afternoon, during school term times.

A maximum of 24 children may attend the setting at any one time. There are currently 35 children attending in the early years age range. Children come from the local community.

The pre-school employs six staff; of these, four have early years qualifications and one staff member is currently working towards a qualification. The setting provides funded nursery education for three and four-year-olds and receives support from a range of local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners support the unique needs of every child and promote their learning and development well. Children are able to access a good range of experiences within safe boundaries and clearly enjoy their time at pre-school. The partnerships with parents and other settings help to promote the individual care and learning needs of the children. The group's capacity for maintaining ongoing improvement is good. The strengths and weaknesses of the provision are monitored regularly and priorities for development are in place to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve systems for matching observations of children's learning to the expectations of the early learning goals
- provide children with more regular opportunities to access the outdoor environment
- update the record of the risk assessment to include anything with which a child may come into contact, for example, on outings.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety are well promoted. For example, practitioners understand the signs and symptoms of abuse and know what to do in the event of any concerns. A range of guidance is in place to refer to swiftly and the group constantly look at their practice to ensure children are safeguarded effectively at all times. Regular updates to the risk assessment and daily checks help to keep children from harm. Some areas that children may come into contact with on planned outings are not always clearly recorded, but all trips away from the setting are risk assessed effectively. All staff working with the children are carefully vetted to ensure they are suitable to work directly with children. Visitors are challenged and their details recorded and password systems help to ensure that only authorised persons may collect children. These measures help to ensure that children's safety and welfare remains the group's key priority.

Improvements are promoted through a whole team approach on an ongoing basis. All the required records, policies and procedures are in place, staff performance is monitored and any training needs are addressed. Space and resources are used effectively, despite practitioners having to put everything away at the end of the session. This helps to maximise choice as children select their preferred activities, which help them to progress well. The setting is very child orientated to ensure each child has easy, safe and equal access to all experiences.

The setting adopts inclusive practices in all areas of the provision. The needs of every child and their family are well promoted. Children are exposed to a variety of positive images and experiences relating to diversity, which helps them to develop an understanding of the differences between themselves and others in society. Anti-discriminatory practice is well promoted, enabling all children to be equally included and reach their full learning potential.

Systems for self-evaluation are varied and ongoing. The strengths and weaknesses of the provision are monitored and evaluated through regular team meetings and daily updates. Most recently the group has improved systems for observational assessments and improving snack time to ensure only healthy options are provided. Practitioners are currently working on new ways to improve parental involvement and information sharing, for example, through devising a new website. Children's and parents' views are included in the self-evaluation process. The setting has adopted very good relationships with local schools and other settings to promote consistency of care and learning for the children.

The partnership with parents and carers is effective with good two-way communication taking place. Parents are involved in charity and open events and contribute to their children's developmental records from the start. They feel the setting offers their children very good care and education, which helps them to make good progress.

The quality and standards of the early years provision and outcomes for children

Children enjoy accessing good quality toys and resources, which cover all areas of learning. They have plenty of free space to move around and explore and practitioners know when to support their learning or leave them to develop their own play pursuits. Children have ongoing opportunities to problem-solve, for example, as they work out how to piece a train track together or follow simple instructions during a computer activity. They have plenty of mark-making experiences and self-register, which helps them learn to recognise their own names. Children are creative and enjoy singing, music and movement activities, role play and stories. The use of some simple labelling around the room helps to develop children's early awareness of literacy.

Positive images of diversity are located all around the setting and a range of festivals are explored, which helps children to share their family beliefs and customs and learn about those of others. The use of observational assessment is developing well, although children's observations are not currently clearly linked to the expectations of the early learning goals. Plenty of examples, of photographs, children's creations and written observations help to chart children's good progress. Initial starting points are clearly recorded and careful planning ensures the next steps for individual children are based on their unique interests and abilities.

Children are friendly and sociable and eagerly seek out adults to share their home news and interests with. They are inquisitive and not afraid to ask questions, for example, by asking who a visitor is at the setting and why they are there. Practitioners imaginatively extend children's learning by sharing sustained dialogue with them about what they are doing and helping to extend their learning. This helps children to make connections in their play and share their own ideas. Children learn about number, size and shape and access ongoing opportunities to explore programmable toys and resources. The experiences provided enhance the skills children need to acquire for their future learning and development.

Effective hygiene routines are maintained within the setting, for example, as children learn about hand washing and practitioners follow clear procedures for tending to children's personal care needs and keeping tables and equipment clean. This helps to prevent the risk of cross infection. Snacks are healthy and nutritious and children learn about healthy eating through sharing fruit and being exposed to role play foods and posters that enhance their understanding. Play opportunities do not regularly extend to the outdoor area, although children enjoy plenty of physical exercise. This helps them to learn about keeping healthy and the effect of exercise on their bodies.

Children demonstrate a clear sense of security through the warm relationships they enjoy with the staff and one another. They learn about keeping safe through a variety of learning opportunities, including visits from the community warden, practising the emergency evacuation procedure and learning about crossing the road safely. This helps them to develop a clear understanding of personal safety.

Children are well behaved and respond well to plenty of praise and encouragement from their carers. They remain happily engaged in the activities provided and practitioners are good role models who encourage them to use good manners. The behaviour management strategies in place help children to understand the expected boundaries and to develop good levels of confidence and self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

