



Jelly Beans Pre-School

Inspection report for early years provision

Unique Reference Number	127280
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Inspector	Beryl Witheridge
Setting Address	High Street, Wouldham, Rochester, Kent, ME1 3UF
Telephone number	07855 041496
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Registered person	Jelly Beans Pre School
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

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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 Pre-School opened in 1992 and operates from one room in a village hall. It is situated in the village of Wouldham, Rochester, Kent. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45 and 12:25 to 13:55 on Tuesday and Wednesday only during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from two to under five years on roll. Of these 29

children receive funding for nursery education. Children come from a local catchment area. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs seven staff. Of these two staff, including the manager, hold appropriate early years qualifications, two staff have completed their NVQ2 and one is to undertake the NVQ2 in 2007. The manager is working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about good health issues. They benefit from effective hygiene practices where they learn about good health routines, such as hand washing. They have access to a sink in the main room where they can wash their hands after messy play or before having snacks. They do not have independent access to the toilets because they are situated outside the main hall and down some steps but hygiene routines are encouraged by staff when children visit the toilets. Children's hand washing procedures are supported by posters reminding them how to wash their hands and staff support with suitable language. Staff wash their hands regularly and antibacterial spray is used for cleaning surfaces and tables. Very young children benefit from effective hygiene routines such as nappy changes where staff use disposable gloves, anti-bacterial spray is used for changing mats and potties. A written record of any nappy changes carried out and by whom is kept. Children's good health is promoted because the group keeps effective records, which log accidents and any medication given. The accident records are kept on separate sheets, for confidentiality, but there is a possibility that they could become mislaid. There is written permission for seeking emergency medical advice and treatment. Children are protected from the spread of infection because they are not able to attend if they are ill. If they are taken ill while at the group then parents or the emergency backup are contacted and asked to collect the child and appropriate care is given until the adult arrives.

The children do not have free access to fresh drinking water throughout the session but can ask for a drink if they need it. Children benefit from clear agreements with parents regarding food, which ensures their dietary and/or religious requirements are respected. A list of dietary requirements are displayed in the kitchen cupboard so that all staff are aware. Children are encouraged to make healthy choices regarding the food they eat. Staff identified that the choices for snack time were limited and introduced more healthy eating options, such as fresh fruit and vegetables, cheese, savoury biscuits and the children have opportunities to try food from different countries, which they did when looking at flags of the world and by having food tasting sessions.

Children enjoy lots of physical activity to help promote their large motor skills. They have access to their own outside area with appropriate toys and equipment such as

slides, balancing beams, play tent, sand and water, bikes, scooters, cars and a trampoline. Younger children enjoy opportunities which promote their physical development; they are able to join in with the older children and staff provide them with extra support in the use of the equipment. Children are encouraged to learn about healthy lifestyles through planned activities and the daily routine; for example, regular use of the outdoor space. They have plenty of room to run and use ride on toys and large apparatus in the well supervised outdoor area. Indoor activities include music and movement and in role play. They all take part in acting out the story 'Going on a bear hunt' while they are waiting for snack time. They join in with great relish and thoroughly enjoy themselves. Children show bodily awareness and begin to understand the effects exercise has on their bodies; as they are playing outside in the warm weather, when they get hot they know that they are able to come indoors and cool down.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from being able to access learning and play opportunities within safe boundaries because the staff ensure the premises are safe by carrying out a regular written risk assessment of the building and the equipment. Children have plenty of space both indoors and out which means they are able to extend their play, use their imaginations and learn new skills. Children find the setting welcoming because the necessary facilities are in place to promote their enjoyment and safe development. Staff have made the environment their own and have made best use of the premises. Children's work is proudly displayed on the walls and the environment is bright and cheerful.

Children play with toys which are checked regularly for hygiene and safety; toys are cleaned each half term and broken equipment is thrown away. All toys conform to safety standards. The furniture and equipment used helps to promote an accessible and stimulating environment; the tables and chairs are child sized, the room is set up with different areas of play and children have free access to the toys and equipment set out.

Children are developing a good awareness of how to help keep themselves and others safe because of the positive steps taken by staff; they understand house rules because the staff take time to explain why certain procedures are necessary i.e. 'don't run indoors because we might bump into someone or fall and get hurt'. Even young children demonstrate an awareness of how to help keep themselves safe; a young child drops a toy which rolls under a table, he very carefully bends down to retrieve the toy and keeps his head well down as he crawls back out. Children's welfare and safety is promoted through effective procedures including emergency evacuation which is carried out once a term over a whole week to ensure that all children are included. Children's safety is promoted because appropriate equipment such as a fire blanket, fire extinguishers and smoke alarms help reduce risk of serious accidents. Hazardous equipment, materials and substances are kept out of reach of the children in the kitchen.

Children's welfare is promoted because it is important to the staff that the children are kept safe. Their written child protection policy complies with local safeguarding children board (LSCB) procedures. The staff have recently updated their child protection knowledge with two staff undertaking training. The manager ensures that all staff working with children know how to put procedures in place; by providing them with up to date information from the recent course and ensuring all staff have read the policy. Staff know about existing injuries and concerns but are not recording these if parents have informed them. They have knowledge of how to make referrals, the relevant contact numbers and the procedure to be followed in event of allegations against staff, students or volunteers.

Helping children achieve well and enjoy what they do

The provision is good.

Children's individual needs and welfare are promoted because the staff know the children well. There is a keyworker system in place and staff understand the individual needs of each child. The children enjoy and achieve during their time at the group because they are provided with opportunities to learn, extend known skills, acquire new skills and have fun. Children's emotional, physical social and intellectual capabilities are promoted as they enjoy a range of accessible toys, games and equipment. This is promoted through effective planning which means toys, resources and experiences cover all areas of development. Although the children do not have totally free access to all the equipment, because of the storage problems and use of the hall by other groups, staff do attempt to provide some free access by using trolleys with different types of writing equipment such as pens, pencils, crayons, scissors and different types of paper, and set out the room with a wide selection of toys all of which allow the children to make choices and decisions. Children enjoy social opportunities; they sit together at registration time and talk about the days of the week and weather. Staff have identified that the re-introduction of show and tell would be a positive step to helping children to achieve more. Children show a high level of wellbeing and involvement as they play together excitedly and eagerly. They have great imaginations and attack all activities with enthusiasm. Staff enable them to direct this joy into their activities. Children's learning is extended by staff sitting with the children and asking them questions, not always open ended, and by joining in with them but knowing when to step back. Very young children enjoy being with staff and older children, they love to join in with the action songs and rhymes. They also enjoy being imaginative in the home corner by having pretend picnics.

The quality of teaching and learning is satisfactory. The staff's knowledge and understanding of the Foundation Stage and how young children learn is sound which means the needs and interests of all children are being included and acknowledged. Practitioners provide a broad balanced range of activities and experiences across the six areas of learning which are suited to the needs of the children. Children are progressing steadily in relation to stepping stones towards the early learning goals but there are no individual starting points. Their attainment on entry is not logged. Assessment identifies the children's next steps and staff use this to move children forward and to inform future planning. The inclusion of all children is planned for but differentiation in the planning is not clear. Progress is shown in all areas but the

recording of children's progress is not totally clear and the manager acknowledges that the system they use is not best suited to them. There is no written evaluation of activities; it is all done from memory once a term which does not provide an accurate record. Children are interested, focussed, are able to resist distractions and will persist for some time at activities. They receive praise and affirmation from the staff which raises their confidence and self-esteem. All children have access to all resources and experiences; they work hard with new ideas and skills and work well within their limits. Children are able to make progress because staff use the environment, the available resources and their knowledge to benefit the children, extend their skills and provide new and interesting opportunities for them.

Children enjoy their time at the setting and show interest and involvement because they have positive, eager attitudes to learning and show this through using their initiative and taking responsibility. They play well together and share easily. They are becoming independent learners as they confidently select from the toys and activities on offer. Children come in confidently, they self register then happily settle to the tasks available, supported by the staff. Children are beginning to understand moral codes of their own and other cultures and to respect and value the feelings of others. Children communicate well, they listen and take turns when speaking in small groups, such as when working together at the computer. They help each other and give advice. Children show a huge appreciation of books and stories which are freely accessible. At story time all the children are excited and run eagerly to the mat to listen to the story. Children speak very confidently to peers and adults; during registration time they say 'hello' to their name and wave, in role play they take turns, they discuss their roles and negotiate their part and what happens next. Many children can hold a pencil correctly and write recognisable words including their own names. Some can recognise simple familiar words such as their own names and others. They learn new vocabulary; while playing at the computer they are looking a diver on the screen. When asked what the diver is wearing one child replies 'It's a breather', the staff member responds 'yes that's what it's for , it's called a snorkel'. Children are interested in numbers and counting when listening to stories but they are not using numbers in everyday situations. There is little evidence of simple addition and subtraction in every day routines or the use of mathematical language. Children show that they understand size and shape through practical activities, one child is trying to use a stencil of a dinosaur on a piece of paper, he persists turning the paper corner ways until he manages to fit it in precisely. Children are also very adept with jigsaw puzzles, managing to complete them with very little support. They are provided with opportunities to explore capacity through water and sand play.

Children have opportunities to investigate and explore through planned activities and free flow play where staff ask open questions to promote thinking and responses. Children investigate using their senses; they have pasta and lentils in the sand tray, they enjoy the feel and the noise it makes when they are playing with it. They have sand in the paint, when they are making pictures of the seaside, to give it more texture and the feel of the beach. Children learn about living things through outdoor play they have access to an outdoor area where there are trees and shrubs which they can investigate. Children learn about themselves and one another through planned activities where they look at different countries, the food and the different festivals celebrated in those countries. Children explore the concept of

communication with mobile phones, tills in the role play area and the computer. Children's fine motor skills are developing well. They have plenty of free access to pens, paper, crayons, scissors, puzzles and construction, all of which are aimed at improving their hand and eye co-ordination. Children demonstrate a good awareness of space and move confidently imaginatively and safely during physical activities such as riding their bikes in the garden and are very skilful at manoeuvring them. They enjoy balancing on the balancing rocker in the garden, although most need the support of an adult, jumping on the trampoline and running around outside. Children know their colours and explore a range of texture, shape and form in different dimensions such as shape sorters, art and craft activities, painting both free painting and directed as with the sand paint for the planned activity and malleable materials such as play dough. The children play with a good variety of resources to promote their creative development, all of which are easily accessible, for example, role play resources. Children enjoy participating in singing sessions, eagerly singing familiar songs and rhymes. The provision plans and provides play activities and opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed and are cared for according to their individual needs. Young children show a sense of belonging as they are acknowledged and affirmed, they are comfortable and confident with the staff. Children from different cultural, racial and religious backgrounds attend as do children with special educational needs (SEN). The staff have a positive attitude and look at different aspects of the world taking into account the children's differing backgrounds. The group always says grace at the start of snack, staff have discussed this with parents and they are all quite happy for their child to be included. Children learn about themselves and the wider world from a range of resources promoting positive images of diversity including gender and disability, posters, books and dolls. They have looked at different countries from around the world. Children have been introduced to different foods and have been encouraged to talk about their own similarities and differences.

Children with SEN are welcomed wherever possible and appropriate action is taken for the provision and assessment of SEN. Staff work closely with parents and outside agencies to provide the necessary care and one to one support is provided when needed. Two staff have undertaken SEN co-ordinator (SENCO) training.

Children understand the expected behavioural boundaries set by the staff, they know the house rules such as, they are not to run or that they are nice to each other. Children take turns and are aware of the needs of others. They share happily and willingly. The staff are good role models and manage children's behaviour in a way that promotes their welfare and development. Children are praised and encouraged when they get things right or do something well. Staff use positive language to affirm their behaviour. Children recognise the difference between right and wrong and are very respectful towards one another and staff.

Children benefit from consistency of care because the parents have a close relationship with the staff. They are able to speak to staff at any time about any issues that may affect their child. Children's records are shared with parents on a yearly basis at a parents evening but they can ask to see the records at any time. Developmental progress for all three and four year old children is kept in the Foundation Stage, stepping stones format. Staff do not currently use the Birth to Three Matters framework to record the development of younger children. Parents are provided with a welcome letter when they first start and then a half termly newsletter. They are advised of the policies which are available to read in the entrance hall but they do not receive their own copy or information relating to the Foundation Stage. Children's welfare is promoted by effective child information records; these are kept confidentially and contain all the required information. The record of complaints is available to be shared with parents.

Partnership with parents and carers is satisfactory. Children's developmental needs are promoted because staff ensure parents receive information about their children's progress and achievements. They attend a parents' evening once a year, where they can talk to keyworkers and look at their child's records, they also have an input into the next steps. Care and education come together naturally and intermingle with the close partnership staff have with parents. Parents are encouraged to contribute by sharing their own skills. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The group has addressed all the safety issues identified at the last visit, they continually risk assess and supervise children at all times. The manager and her staff are suitably qualified or are undertaking relevant training courses to enable them to meet the needs of the children they care for. Staff undergo robust vetting procedures to confirm that they are suitable to be working with children. Children's safety, welfare, care and learning are promoted well by the effective policies and procedures put in place, these are effectively implemented by the staff.

Children benefit from plenty of space to move around and freely access the toys and resources on offer, all of which are developmentally appropriate and meet the needs of the children attending. The record of attendance is up to date and clearly records when and why a child is not present. Staff attendances are also recorded in the register. All visitors sign into the visitors' book.

All the relevant records are available for inspection. The provider has a clear understanding of the records and procedures required to provide a safe, secure and enjoyable environment for the children and to provide parents and carers with information about the care provided. The registration certificate is displayed in entrance hall.

The leadership and management is satisfactory. The manager works to ensure the improvements towards the organisation of care and nursery education by the use of staff meetings and observing the staff and monitoring the children's progress towards

the early learning goals. Staff have regular six monthly appraisals where training needs are identified. New staff receive a verbal induction but this is not formal. Staff are motivated to provide their best for the children by taking an active part in the curriculum planning and by sharing their expertise. Staff are proactive and committed towards improving the quality of care and education and receive ongoing support from their early years advisor. However the activities provided are not clearly evaluated and the curriculum is not evenly represented. Care and education are integrated to promote children's learning by providing opportunities for them to socialise and become independent.

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

Improvements since the last inspection

At the last inspection the group was required to provide procedures to be followed in the event of a child being lost or a parent failing to collect a child. This policy is now in place and staff are fully aware of the procedures to follow in such a circumstance. They were also asked to provide parents with the procedure to follow should they have a complaint and to provide parents with opportunities to receive regular information on their child's progress. The complaint policy and a complaints log are now in place should a parent have a complaint. Parent's evenings, an open door policy and social events are now all included in the routine and parents are able to receive up to date information about their child's ongoing progress.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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

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 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 that all accident records to be kept securely
- ensure that all injuries to children are recorded, including existing injuries

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):

- make effective use of differentiation in the planning and regularly evaluate the activities
- identify children's attainment on entry to the pre-school providing a starting point to build on
- introduce more opportunities for mathematical language and subtraction and addition in practical circumstances
- provide parents with written information regarding the Foundation Stage and the early learning goals

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