



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127280

DfES Number: 584234

### INSPECTION DETAILS

Inspection Date 21/01/2003  
Inspector Name Linda Patricia Coccia

### SETTING DETAILS

Setting Name Jelly Beans Pre-School  
Setting Address High Street  
Rochester  
Kent  
ME1 3UF

### REGISTERED PROVIDER DETAILS

Name Alexandra Walji

### ORGANISATION DETAILS

Name  
Address

## **ABOUT THE INSPECTION**

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

<b>Information about the setting</b>
Jelly Beans Pre-School opened in 1992. It operates from 1 room in the village hall, Wouldham. The pre-school serves the local area. There are currently 17 children from 2 1/2 to 5 years on roll. This includes 4 funded three year olds and 9 funded four year olds. Children attend for a variety of sessions. No children have special needs and the group supports 1 child who speaks English as an additional language. The group opens 5 days a week during school term time. Sessions are from 9.30 until 12.00. 6 part time staff work with the children. 2 have early years qualifications. 1 staff member is currently on a training programme. The facility receives support from EYDCP support workers.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Jelly Beans Pre-School provides a happy and welcoming environment where children are making progress towards the early learning goals. Children are making generally good progress in Communication, Language and Literacy, Physical Development and Creative Development. This is a result of the staff providing a wide range of relevant and challenging activities. The quality of teaching has significant weaknesses, mainly in the areas of the staff's knowledge of the early learning goals. More effective use of planning, assessment and recording children's progress, will provide information which can be used to review the use of the excellent resources the group has. The local area could be used to provide children with further knowledge and understanding of their world. Children's mathematical development and personal, social and emotional development are areas where consistent assessments of the use of resources would benefit. Staff work well together and alongside the children. Children's behaviour is good. The leadership and management of the group show weaknesses, which may be due to the change in ownership. The introduction of a key worker scheme is planned. There is an excellent relationship between parents and staff. This can only be improved by the introduction of an effective children's progress record system, giving parents information on how their child is progressing.

### What is being done well?

\* Teaching prioritises communication, language and literacy. This results in children enjoying listening to stories and using books. Children are confident writers. \* Building relationships with the children and their families takes high priority with the staff and committee members. \* Practical and everyday activities are enabling children to make good progress in their physical and creative development. \* The resources available for children are appropriate and relevant to provide children with the opportunity to learn and develop basic skills.

### What needs to be improved?

\* The planning and provision of resources and activities to promote the children's mathematical development. \* The assessment and review system to give children further opportunities to become more independent, in regard to their personal, social and emotional development. \* The strength and effectiveness of the leadership. \* The way in which staff and parents have more knowledge of the early learning goals and how this promotes children's progress. \* Staff to recognise and extend more able children's knowledge.

### What has improved since the last inspection?

Not applicable.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children's behaviour is generally good. The children are confident talkers. Improvement is needed to encourage children to become more independent and make their own choices.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children speak and communicate well. Books are provided and used confidently by the children. Children are given opportunities to talk about themselves and explore sounds. Additional opportunities for more able children to use handwriting skills could be more available.	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Counting in different activities provides children with the opportunity to develop a basic knowledge of numbers. There were missed opportunities to teach children about addition and subtraction, size and weight.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Significant Weaknesses
Children are encouraged to talk about themselves and their family. Activities encourage children's learning and understanding about the world. The local area could be used as another resource.	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children have access to a good variety of physical activities which help develop both large and small muscle movement. More able children could be provided with more complex activities to extend their learning.	
<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
There are a good variety of resources for children to be creative with. They are able to use their imagination in story time and talk time. More able children's creative development could be further extended.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

**OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

**WHAT THE SETTING NEEDS TO DO NEXT**

KEY ISSUES: \* Use daily play activities and snack time to teach children more independence. \* Use appropriate storage to make resources more accessible to children. \* Staff to be able to use children's progress records effectively to monitor, review and plan children's activities. \* Plan activities to develop children's knowledge of local area. \* Review information for parents and carers about the provision and their children's progress.