

# Jelly Beans Pre-School

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

<b>Inspection date</b>	10/12/2014
Previous inspection date	20/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are very happy as they form secure relationships with staff. Therefore, children are confident and establish friendships with others in the pre-school.
- Staff plan and provide a good variety of learning opportunities to support all children's learning needs. Consequently, children remain engaged, make good progress, and are well prepared for their next stage in learning.
- Staff give a high priority to safeguarding children. As a result, children benefit from being cared for in a safe and secure environment.
- Staff are consistent in their approach to involving parents in their children's learning.

### It is not yet outstanding because

- Staff do not always enable children to participate in the preparation and serving of snacks to further develop their self-help skills and independence.
- Staff do not always maximise opportunities for children to see written words around the environment to enhance children's early reading skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities indoors and carried out a joint observation with the deputy manager of the pre-school.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector viewed children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector held meetings with the deputy manager of the pre-school spoke with a member of the management committee and spoke with staff and children at appropriate times during the inspection.

## Inspector

Nicola Jones

## Full report

### Information about the setting

Jelly Beans Pre-School registered in 1992 and is registered 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. There is an enclosed area available for outdoor play. 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. There are currently 41 children on roll attending the preschool. Children come from the local community. The pre-school employs seven staff; of these, five have early year's qualifications at level 3 and two staff have level 2 qualifications. The preschool receives funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance the opportunity for children to fully develop their self-help skills and independence by participating in the preparation and serving at snack time
- enhance children's literacy skills further and extend opportunities for them to see written words around the environment indoors and outside.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff effectively promote children's learning and development so they make good progress from their starting points. Staff observe children during their play to identify their current interests and abilities. This information is then used to plan a range of activities and opportunities, which support their next steps in learning. There is a good balance of continuous provision to enable children to initiate their own play, along with activities led by adults to further enhance children's learning and development. As a result, children have opportunities to develop their own ideas and interests. Teaching is good as staff are knowledgeable about the children's skills and how to develop their learning effectively. For example, during a creative activity, they talked about shapes. Staff further encouraged children to recognise the colour of paint, and the different colours they made as they mixed paint together. Consequently, children make good progress in their learning, which enables them to be well prepared for the next stage in their learning and move onto school.

Staff focus well on promoting children's communication and language skills. For example, staff role model language by describing what they are doing during play activities. Children develop their language skills further by staff skilfully asking questions to encourage children to extend their critical thinking skills. For example, during a play dough activity staff used words such as, how, why and show me to enable children to describe what they were making. Staff provide materials to encourage early writing in the different areas where children play, children begin to use writing for a purpose. However, there are fewer opportunities for children to explore with print around the indoor and outdoor area, to enhance their understanding of print carries meaning.

Staff work very well with parents, who speak highly of the preschool. Parents confirm their children make good progress. Staff regularly share information with parents through daily discussions, arranged meetings, newsletters and regular email updates. The partnership with parents enhances children's future learning in the pre-school and in their home environment.

### **The contribution of the early years provision to the well-being of children**

Staff provide a welcoming environment for all children and their families. Children choose from a range of age appropriate resources and play opportunities. Staff liaise closely with parents to plan initial visits to help children settle in well. They take time to ensure information is shared from parents with regard to children's individual needs and care routines; in addition parents complete an all about me questionnaire. The key person approach enables children to establish secure emotional attachment and to develop self-confidence. Staff provide reassurance, positive comments and cuddles. This helps children to feel safe and develop a sense of belonging. As a result, children independently explore the environment and show enjoyment in the play opportunities available to them.

Staff are vigilant in promoting children's safety. They only allow authorised personnel through the main entrance and that they supervise children well at all times. For example, at collection the doors are supervised closely to prevent children leaving the premises unattended. As a result of this effective practice, staff fully promote children's safety. Daily risk assessments and checks are thorough to ensure the safety of the premises. Staff make sure children have a good understanding regarding the pre-school's fire evacuation procedure, staff and children practice these on a regular basis. This means children know how to keep themselves safe.

Children demonstrate good behaviour, which staff promote through positive role modelling. Staff have a calm and consistent approach. They remind children of the rules of the pre-school, for example, to walk inside to keep themselves safe, and to be kind to each other. Consequently, this effectively supports children's emotional wellbeing and involvement.

Children experience a healthy lifestyle at the pre-school. Staff teach children to follow good hygiene practices. For example, all children wash their hands before eating and after

using the toilet and messy activities. Staff further promote children's good health through the provision of healthy snacks, and discussions around what food is good for you at lunchtime. However, children do not always help to prepare and serve their own snacks to further develop their self helps skills and independence.

### **The effectiveness of the leadership and management of the early years provision**

The management and staff understand and implement the safeguarding and welfare requirements of the Early Years Foundation Stage well. This includes good understanding of safeguarding procedures. There is a designated safeguarding officer and all staff have attended relevant training. Consequently, staff know who to inform of any concerns they may have regarding the welfare of children in their care. Management regularly review supporting policies and procedures. This means documentation relating to safeguarding and children's welfare is robust.

The management committee, managers and staff team aspire to continually improve the provision for children who attend. The self-evaluation process is established, with areas for development identified. The views of parents, children and staff are valued and the pre-school provide opportunities for parents to give feedback about the setting. The management has a good overview of the pre-school, and all staff demonstrates a secure understanding of the learning and development requirements. The managers lead on monitoring, to make sure that children's learning records are up-to-date, and that observations and assessments reflect the children's progress. As a result, staff support all children well to enable them to reach their expected level of development. Appropriate performance management systems, such as supervision and appraisals are established and provide ongoing support through training. The manager works alongside staff to observe and evaluate their quality of teaching. Therefore, staff are constantly improving their practice.

Staff develop good relationships with parents, who are very happy with the progress their children are making and the effective support they receive through transitions into school. The pre-school have good links with the local schools that children move onto and staff share appropriate information to support their continuity of learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	127280
<b>Local authority</b>	Kent
<b>Inspection number</b>	836212
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Jelly Beans Pre School Committee
<b>Date of previous inspection</b>	20/10/2009
<b>Telephone number</b>	07855 041496

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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