

Jelly Beans Pre-School

14-15 High Street, Wouldham, ROCHESTER, Kent ME1 3XB



Inspection date	20 November 2018
Previous inspection date	10 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The manager does not monitor the progress of children, including different groups of children, closely enough. This means teaching is not targeted to provide suitably challenging activities for children, particularly for two-year-olds.
- Information sharing with parents is not consistent. They are not fully encouraged to contribute to their children's learning and ongoing assessment. The manager does not seek their views when evaluating the provision to help identify areas for development.
- Although staff attend regular training to update their knowledge and practice, this does not fully impact on children's learning and progress.

It has the following strengths

- Children are encouraged to be independent. For example, they serve their own snack, manage their personal hygiene needs and hang up their coats.
- Children enjoy their time at pre-school. They make good friendships and play well together.
- Staff help children develop their early mathematical skills. For example, they learn names of shapes as they paint, and count the number of children sat on the carpet.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
strengthen support for staff to implement training they attend to improve planning for younger children, to ensure they make progress in their learning and development through planned purposeful play.	20/01/2019

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

- improve information sharing with parents to ensure they are kept fully up to date with their child's progress and have opportunities to contribute to their child's ongoing learning and assessment
- improve systems for monitoring different groups of children so that any gaps in progress are identified and addressed promptly
- review processes for evaluating the provision, to include the views of parents and children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke with staff and children at appropriate times during the inspection.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management requires improvement

The manager demonstrates a commitment to the ongoing development of staff. However, she does not support staff to implement the training they attend to improve children's learning, particularly for two-year-olds. The manager evaluates the provision regularly to identify areas for development. However, this does not include the views of parents and children. The manager is in the early stages of comparing how well groups of children who attend the pre-school are progressing. This means that any gaps in attainment between different groups of children are not identified or addressed as promptly as possible. Safeguarding is effective. Staff know their responsibilities to keep children safe and protect them from harm. They understand the processes to follow if they are concerned that a child is at risk of harm. Appropriate recruitment and vetting processes are in place to ensure staff are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

There are a variety of resources and activities that children can freely access. However, planned activities are not targeted precisely enough to fully meet the learning needs of younger children. Parents receive daily updates about their child's time at pre-school but do not fully contribute to their child's ongoing learning. Staff complete regular observations on their key children and identify accurate next steps for children's learning. However, they do not ensure all parents are aware of their child's precise next steps in learning. Staff provide a warm and welcoming environment for children and join in with children's imaginary play. For example, staff order 'cups of tea' and 'cake' in the role-play area.

Personal development, behaviour and welfare require improvement

Due to weaknesses in planning, not all children benefit from activities that interest and motivate them to learn. For example, younger children find it difficult to engage in activities, as many are not suitable for their stage of development. However, children are happy and confident. Staff build close relationships with children, helping them to feel safe and secure. Staff enhance children's emotional well-being. For example, new children benefit from a flexible settling-in process. Staff use praise and encouragement to promote children's self-esteem. Overall, children behave well. They respond well to reminders from staff to follow the rules of the pre-school. For example, staff gently remind children not to run inside.

Outcomes for children require improvement

Gaps in planning and inconsistencies in teaching contribute to the variable rates of progress children make. However, older children are beginning to acquire the skills they need for their next stage in learning and move to school. Children develop their early writing skills. For example, they have regular opportunities to make marks and write using a variety of resources. Children eagerly join in singing. This helps to develop their communication and language skills.

Setting details

Unique reference number	127280
Local authority	Kent
Inspection number	10060621
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of registered person	Jelly Beans Pre School Committee
Registered person unique reference number	RP522777
Date of previous inspection	10 December 2014
Telephone number	07855 041496

Jelly Beans Pre-School registered in 1992. It operates from the village hall in Wouldham, Kent. The pre-school is open from 9.15am to 2.55pm Monday to Thursday and 9.15am to 11.45am on Fridays during term times. The pre-school employs five staff, including the manager. Of these, four hold childcare qualifications; one at level 4 and three at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses 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 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

