

Jelly Beans Pre-School

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



Inspection date	2 July 2019
Previous inspection date	20 November 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Safeguarding procedures are not being followed. Staff do not take prompt action when they are concerned about a child. This compromises children's safety.
- Leaders do not respond appropriately when allegations are reported about staff.
- Teaching is not consistently good. Activities lack purpose and challenge. Expectations are not always high enough. Some children are not as well prepared for starting school as they could be.
- The manager does not take enough action to monitor and improve the quality of teaching to make sure it is always of a good level.
- Observation and assessment systems are not used effectively enough to plan challenging activities that are closely linked to children's next steps in learning. As a result, children do not make consistently good progress.
- Staff do not explore children's cultures and backgrounds.

It has the following strengths

- Staff share information with parents about what their children have been doing and the activities they have enjoyed.
- Since the last inspection, staff have begun to share the next steps in children's learning with parents.
- Children play happily and enjoy their time at the setting.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
improve staff's understanding of the setting's safeguarding procedures, particularly around what to do if they have concerns about a child's welfare or if an allegation is made against a member of staff	13/09/2019
ensure the lead practitioner for safeguarding fully understands his/her role in supporting staff members with safeguarding concerns, particularly around liaising with local statutory children's services and any other linked agencies	13/09/2019
ensure all staff fully understand how to record, report and refer any concerns about a child at the earliest opportunity	13/09/2019
ensure all staff fully understand the government's statutory guidance 'Working Together to Safeguard Children 2015' and the 'Prevent duty guidance for England and Wales 2015'.	13/09/2019

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

	Due date
improve the quality of teaching so that it is consistently good or better and that all areas of learning are consistently planned for	30/09/2019
make better provision for the teaching of mathematics and literacy within the daily routine so that all children make at least typical progress for their age and ability	30/09/2019
make better use of planning, observation and assessment to ensure every child is consistently challenged and helped to make good or better progress in their learning and development	30/09/2019
take reasonable steps to ensure children who speak English as an additional language are encouraged to use their home language in their play and learning.	30/09/2019

Inspection activities

- The inspector held discussions with parents and took their views into consideration.
- The inspector carried out joint observations with the manager to observe the quality of teaching.
- The inspector viewed children's records and spoke to staff about how they monitor children's progress.
- The inspector met with the manager to discuss how well she reviews practice and drives improvement.
- The inspector viewed a range of documents, including staff suitability checks, safeguarding records, children's learning journals and first-aid certificates.

Inspector

Georgina Culshaw

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Managers do not ensure staff have a clear understanding of how to refer safeguarding issues. For example, safeguarding concerns are recorded and monitored but not reported to the appropriate agencies quickly enough, or in some cases, not at all. Leaders have failed to respond appropriately, and in line with the setting's written procedures, when allegations have been made about staff. Breaches in safeguarding requirements mean children are at risk. Managers do not identify weaknesses in practice and do not work quickly enough to improve these. The manager observes staff interacting with children and recognises how teaching could be improved. However, feedback is not always given to staff in a timely manner to ensure teaching is consistently good.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently good. Staff interact with children and listen to their comments but do not always challenge children effectively. The setting has identified that mathematical development is an area of improvement for many children. However, on the day of inspection, few activities were planned to help children develop any mathematical skills. Staff make regular assessments of children. Parents are invited to attend a meeting with the key person to complete the two-year progress check together. Since the last inspection, staff have started to inform parents of the next steps in their child's learning. However, staff do not effectively provide challenging opportunities for children to reach these next steps in learning quickly enough. The teaching of early literacy and mathematical skills is not well planned for.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's welfare and safety are at risk. Staff are unaware of the signs to look out for regarding radicalisation and protecting children from extreme views and behaviour. Staff do not know how to report these concerns. Staff do not promote other cultures and beliefs. Children do not have the opportunity to recognise and accept each other's differences. For example, children who have dual languages spoken at home do not have the opportunity to share these at the setting. Children are happy and busy throughout the day; they are confident to ask staff for help when needed. For example, when needing the toilet, children ask a member of staff who then accompanies them.

Outcomes for children require improvement

Not all children are making as much progress as they could. The weaknesses in teaching and inaccurate assessment hinder the progress children make. Some of the older and more capable children are not sufficiently challenged. Staff do not provide enough opportunities for children to develop their literacy and mathematical skills. Therefore, sometimes, children start school with skills below those typical for their age.

Setting details

Unique reference number	127280
Local authority	Kent
Inspection number	10086203
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	37
Name of registered person	Jelly Beans Pre School Committee
Registered person unique reference number	RP522777
Date of previous inspection	20 November 2018
Telephone number	07484 251833

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 from Monday to Thursday and from 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.

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