

Inspection of Jelly Beans Pre-School

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

Inspection date: 16 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Staff meet children's care needs well. They know their individual routines, likes and dislikes. Children enjoy their time at the pre-school and are confident and happy. Children gain good mathematical skills to support their future learning. For instance, they count with confidence as they play. Children enjoy weighing activities and compare their heights on height charts. They enjoy a wide range of stories and songs. Staff support children to develop good speaking and listening skills. For example, they consistently ask thought-provoking questions and give children time to think and then respond. Children are keen to share their ideas and communicate with confidence. Staff build on children's ideas and interests well. For example, when children talked about where they live, they went on to make a map of the village where the pre-school is situated. They discussed the points of interest, such as the shop, school and river Medway. Children have good opportunities to learn about the world around them and people's similarities and differences. For example, they explore the traditional dress of other countries, such as Japanese gowns. Staff use additional funding to support children to reach their full potential, such as providing additional sessions at the pre-school.

What does the early years setting do well and what does it need to do better?

- Staff get to know children and their individual personalities well. Children are happy and settled. They have a good sense of belonging, positive well-being and self-esteem. Children have a good range of play to choose from to help them enjoy their time at the pre-school. However, staff do not make the most of the organisation of resources to encourage children to make more independent choices about their play.
- Children are polite and behave well. They follow the rules and boundaries with confidence. Children say 'please' and 'thank you' with no reminders needed. They gain good social skills to support their future learning.
- There are good opportunities for children to gain an understanding of the importance of healthy lifestyles and healthy eating. For instance, they discuss the benefits of different food groups on their bodies, such as calcium being good for their teeth and bones.
- Staff establish positive relationships with parents and keep them informed and involved in their children's learning. Staff routinely share helpful tips and ideas for parents to experience at home with their children. For example, they suggest number games to support children's mathematical skills.
- The manager and staff evaluate their practice together effectively. For instance, at the end of each day they reflect on how well the day's activities motivated children to learn. Since their last inspection, staff have made significant improvements. They have improved the quality of teaching so that it is now consistently good in all areas of learning. The manager closely monitors the

quality of care and education that staff provide children. For example, she observes them daily and holds regular one-to-one meetings with them to discuss their performance. She uses the findings to highlight any potential training needs. All staff attend training beneficial to their practice. For instance, they have learned about the different ways to support children to manage their feelings appropriately, such as using emotion picture cards.

- All staff establish positive partnerships with other early years professionals. They share children's achievements regularly with staff from other settings that the children also attend. This helps to provide children with a good, consistent approach to their shared care and learning.
- Staff have a good knowledge of the curriculum and provide children with motivating activities. However, they do not consistently provide children with more complicated physical opportunities, such as larger climbing and balancing experiences. Staff use effective ways to observe, assess and plan for all children to ensure every child is consistently challenged and makes good progress. They ensure that they provide all children with the skills they need to succeed, including children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of the safeguarding policies. They know how to help keep children safe and protect their welfare. They all have a good understanding of all requirements and documentation, such as the 'Prevent' duty guidance. All staff have attended additional training to ensure that their knowledge is current and well embedded. This includes training in relation to female genital mutilation. Staff discuss safeguarding routinely, such as in fortnightly team meetings. All staff know who to contact to seek additional advice and raise and follow up any concerns.

What does the setting need to do to improve?

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

- review and improve the organisation of resources to enable children to make more independent and informed choices about their play
- extend opportunities for children to challenge themselves physically and develop more complex physical skills.

Setting details

Unique reference number	127280
Local authority	Kent
Inspection number	10115520
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	33
Name of registered person	Jelly Beans Pre School Committee
Registered person unique reference number	RP522777
Telephone number	07484 251833
Date of previous inspection	2 July 2019

Information about this early years setting

Jelly Beans Pre-School registered in 2017. It is located in a village hall in Wouldham, Rochester, Kent. The pre-school is open Monday to Thursday from 9am until 2.55pm and on Friday from 9am to 11.45am, term time only. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. The pre-school employs six members of staff, four of whom hold relevant early years qualifications at level 3 or above.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager. The inspector assessed the impact that interactions and opportunities have on children's learning.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at written documentation, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the deputy manager.

We carried out this inspection 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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