

# Inspection of Jelly Beans Day Nursery Stapleford

4-6 Albert Street, Stapleford, Nottingham NG9 8DB

---

Inspection date: 18 October 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time at this welcoming nursery. They confidently explore the exciting resources on offer and quickly settle with their chosen activity. Children listen attentively as staff read a story about a girl gathering different fruits for a friend. Staff provide real fruit to enable children to act out the story. Children show interest as staff introduce new vocabulary, such as Guava and Mango, which children readily copy. Staff extend this activity further as they encourage children to use the fruits to make a fruit salad. Children develop their small muscles as they carefully peel the skin from oranges and bananas. They kindly offer to share bowls with their friends. Staff model how to use knives safely and encourage children to persevere as they chop the fruits. To this end, children are strengthening the muscles they need for early writing.

Children are encouraged to be independent. Even the youngest children understand the changes in routine. Staff support children as they busy themselves to get ready for outdoor play. Children collect their shoes and boots, eagerly attempting to put these on themselves. Staff offer a helping hand when needed and give praise, which motivates children further. Toddlers recall previous learning as they wash their own hands and put their paper towels in the bin. Pre-school children use large spoons to serve themselves meals from the serving trolley. After lunch, staff remind children to place their dirty plates and cutlery in a bowl and wipe their faces clean. This helps children learn to do things for themselves.

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

- Managers and staff know the children well. They work closely with families and other professionals to ensure that early help is in place for those who require additional support. Parents are positive, and they state their children are developing social skills and are ready for school when the time comes. They feel staff communicate well and provide activity ideas for them to try at home with their children.
- Staff are good role models, and they encourage children to tidy away toys, take turns and use their manners. For example, when children have their resources taken away by other children, they politely say, 'Excuse me, those are mine.' Children promptly give them back. Staff help children learn to respect others.
- Staff successfully engage with children during their play to build on what they want them to learn next and to develop their interests further. However, during certain times of the day, staff are not always deployed effectively. During these times, children receive less support from staff to extend their play and learning.
- Children are encouraged to use their imagination. Staff provide resources that spark children's creativity. For example, children enjoy making 'witches brew' with their friends. They want to extend this to make magic wands. Staff help

them consider what materials they need. Children carefully glue and stick ribbons and foam pieces onto their lollipop sticks. They giggle as they wave their wands in the air, pretending to turn staff and other children into frogs and tigers.

- Staff ensure that children have daily access to fresh air and outdoor play. Children use their muscles as they throw balls back and forth for their friends to catch. They giggle when they miss a catch and the balls roll away. Staff suggest they step closer to each other, which sees children succeed. Children listen carefully as staff name a colour, to which children run and find matching-coloured cones to collect. This helps children develop their coordination skills.
- Managers and staff plan activities that enhance children's experiences. They take children to use community facilities, such as the library, local park and museum. These experiences enable children to have a wide range of opportunities and learn more about the world they live in.
- Overall, staff support children's language and communication development. Babies enjoy familiar songs, confidently singing the words they know. They eagerly join in with the actions, requesting their favourite songs. However, staff interrupt toddler and pre-school group times as they prepare the room for lunchtime. Consequently, some children disengage, preferring to play, while other children also choose to leave the activity. This disrupts children's learning and their ability to engage in the activity.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a sound understanding of their roles and responsibilities to keep children safe. They are aware of the signs and symptoms that may indicate a child is at risk of harm. Staff know the procedure to follow should they need to report a concern about a colleague or if they have concerns about a child. The manager ensures that safer recruitment checks are undertaken to confirm the ongoing suitability of those working with children. Staff teach children how to be safe. For example, they gently remind children to sit while they eat, so they do not choke.

## What does the setting need to do to improve?

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

- strengthen the deployment of staff to provide more consistent and purposeful interactions to help children build on existing skills and knowledge
- develop the organisation of larger group times to enable children to become fully engaged.

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | 2699267                            |
| <b>Local authority</b>                             | Nottinghamshire County Council     |
| <b>Inspection number</b>                           | 10313487                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 0 to 4                             |
| <b>Total number of places</b>                      | 40                                 |
| <b>Number of children on roll</b>                  | 37                                 |
| <b>Name of registered person</b>                   | Jelly Beans Day Nursery Ltd        |
| <b>Registered person unique reference number</b>   | 2621198                            |
| <b>Telephone number</b>                            | 07485914361                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Jelly Beans Day Nursery Stapleford registered in 2022. It is located in Stapleford, Nottingham. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday. Sessions are from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan Hyatt

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The children spoke to the inspector during the inspection.
- The inspector talked to the staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the staff and the children.
- The inspector carried out joint observations of small group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023