

Inspection of Jumping Beans Village Preschool Limited

Bean Village Hall, High Street, Bean Dartford, Kent DA2 8AS

Inspection date: 4 March 2025

Overall effectiveness	Good
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

Staff provide children with an interesting array of activities to engage with. The children feel safe as they confidently explore the environment. Staff make effective use of children's interests to plan a focused curriculum. For instance, the children are learning how colours can be changed as they mix yellow and red paint to match the colour of the tiger in their story. Staff are attentive and know their key children incredibly well. This ensures that all children, including those with special educational needs and/or disabilities (SEND) and those with English as an additional language, are included and their needs are met.

Children are keen to explore nature. For instance, they use spades to dig in the mud to find worms. Staff follow the children's lead as they help them to construct a home for the worms. Staff are teaching the children about how to care for living things and remind them to return the worms to their original location when they have finished playing with them. Staff foster children's curiosity in their environment as they learn about the world around them.

Staff provide children with numerous opportunities to develop their independence. For instance, children enjoy washing plates and cups after they have had their snack. Children's behaviour is good and appropriate for their stage of development. For instance, they help friends and are learning to take turns.

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

- Staff support children to understand how they feel and to recognise their emotions. Children relate their feelings to different colours, such as red for angry. Staff teach them to be respectful and kind to each other. For example, children help their friends to find a fishing rod so that they can join in with the magnetic fishing game. They are excited to compare who has caught the most fish. Staff make good use of turn-taking games to support children to socialise and share with friends.
- Books and stories are a strong feature at the pre-school. Children enjoy sitting with staff to listen to stories. Staff ask questions to engage the children and encourage them to retell the story. This helps to support children's communication and language skills. For example, children state that it is not the milkman or daddy at the door, it is the tiger. These positive interactions help to develop the children's confidence and self-esteem.
- Staff plan a broad, sequenced curriculum and have a clear intention for what they want the children to learn. They provide a variety of activities and resources to support this. Some children are very excitable and energetic when they arrive at the pre-school. They enjoy climbing on the low balancing beams and running around the hall. This has an impact on the noise level in the hall. On occasion,

staff do not recognise when they need to adapt the routine to minimise any disruption and enable children to use up their energy.

- Staff effectively support children with SEND and English as an additional language. They work alongside parents and seek support from external agencies to implement targeted plans to help children reach the potential they are capable of. The provider has made good use of additional funding to support and enhance children's social skills. For instance, the provider has purchased extra resources to support turn-taking to build children's confidence in interacting with their peers.
- The provider is passionate about her role. She has a well-established staff team that works well together and has high expectations for what children can achieve. The provider recognises the importance of continuous professional development and encourages staff to undertake regular training to enhance their knowledge and skills. However, the provider does not effectively monitor staff's practice to ensure that the training they receive positively impacts the quality of learning experiences for all children.
- The provider has established extremely secure partnerships with parents. Staff provide parents with information about daily routines and offer support through guidance and resources to support home learning. There is a constant two-way flow of communication, with staff taking time each day for face-to-face discussions. Staff provide parents with written documentation so that they are included in their child's development, progress and achievements. Parents value the attention and time that is given to them by the staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to adapt the daily routine more swiftly to consider all children's needs
- strengthen the use of staff supervision and training to raise the quality of teaching to a consistently high level.

Setting details

Unique reference number	2710685
Local authority	Kent
Inspection number	10376084
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	55
Name of registered person	Jumping Beans Village Preschool Ltd
Registered person unique reference number	2710683
Telephone number	07981 520446
Date of previous inspection	Not applicable

Information about this early years setting

Jumping Beans Village Preschool Limited re-registered in 2022. It operates from Bean Village Hall in Bean, Dartford, Kent. It is open from 9am to 12pm on Mondays, and from 9am to 3pm on Tuesdays, Wednesdays, Thursdays and Fridays, during term time only. The provider employs 10 members of staff, six of whom hold a relevant early years qualification at level 3 or above. The provider has achieved a level 6 qualification. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- During the learning walk, the provider explained their aims for the pre-school and how they plan the early years curriculum.
- Children showed the inspector the activities they like to play with while at pre-school.
- Staff spoke to the inspector at appropriate times throughout the inspection.
- The manager completed joint observations with the inspector, both indoors and outdoors, to assess the quality of education and the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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.

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 <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
W: www.gov.uk/ofsted

© Crown copyright 2025