

Inspection of Jelly Beans Nurture Nursery Ltd

Arley And St Michaels Community Centre, Springhill, New Arley, Warwickshire CV7
8HA

Inspection date: 17 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff help children to settle well each day. They greet children warmly and check on their well-being. Children are familiar with routines and quickly start to play. Staff model good manners, and children say please and thank you. Children show positive attitudes towards their learning and are kind to their friends.

Leaders are clear about what they want children to learn and they support children's interests. Staff plan a variety of engaging activities that support children to make good progress. For example, children learn about topics such as the seasons. They explore an autumn tray with leaves and pine cones and share books that relate to the topic. Staff discuss the autumn weather and appropriate clothes to wear. Children demonstrate their understanding and comment, 'I need my wellies to stay dry.'

Staff help children to extend their thinking skills. They encourage children to experiment with different objects in the sand, for example. Children explore how quickly they can fill containers using various tools and they dig excitedly as they search for treasure. Children discuss why they struggle to pick up sand with tweezers, while they fill containers much more quickly with a scoop. Staff encourage children to think about why this is and to try out their ideas.

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

- Leaders are keen to provide the best outcomes for children and foster an inclusive environment. They support all children, including those with special educational needs and/or disabilities and those who speak English as an additional language. Staff work closely with other professionals and leaders prioritise early help and intervention. For instance, staff support children by using picture cards to enhance their understanding. Staff use Makaton to help children build confidence in communicating their needs. All children make good progress from their starting points.
- Overall, partnerships with parents are good and parents speak positively about the nursery. Staff share verbal updates on children's progress and use an online platform to share details of activities. However, communication with parents is not always effective. Parents remain unaware of some information, such as who their child's key person is.
- Leaders and staff work well together and leaders are mindful of staff's well-being. Staff attend some meetings and training courses that support elements of their professional development. Although leaders monitor staff's practice they do not always reflect on this effectively to support staff further in the areas where they need it most. This includes identifying where practice can be further enhanced to extend children's learning even further.

- Staff offer praise and encouragement to children throughout the day. When children draw with chalk, staff comment, 'your circles are amazing'. Children respond positively and feel excited to share their achievements.
- Staff encourage children's independence skills. For example, children learn to use the toilet and wash their hands. They complete small tasks during mealtimes, such as unwrapping sandwiches. This helps to support children in readiness for the next stage of their learning.
- Children enjoy a range of activities that support their physical development. They practise using the small muscles in their hands as they squeeze, roll and mould dough. Children enjoy connecting items in construction sets and using large tweezers to grasp and pick objects up. They enjoy time outdoors and develop competence in their physical skills.
- Staff promote children's understanding of number, colour and size. They encourage children to count objects during their play. Staff help children to compare the size of objects and explore mathematical language. For example, they use words such as 'bigger' and 'smaller', when they match objects to pictures during an activity. This helps children become confident in their early mathematical skills.
- Staff help children to develop their language skills. Children hear words pronounced clearly, and staff introduce new vocabulary, such as 'scoop' and 'treasure'. They enjoy sharing books with staff and singing familiar rhymes. This supports children's communication skills, which help them to form a solid foundation for their future learning.

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:

- strengthen engagement with parents and communicate key information to them more effectively
- extend arrangements for reviewing the quality of teaching to identify where practice can be enhanced further to maximise children's learning.

Setting details

Unique reference number	2496883
Local authority	Warwickshire
Inspection number	10399351
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	24
Number of children on roll	24
Name of registered person	Jelly Beans Nurture Nursery Ltd.
Registered person unique reference number	RP534908
Telephone number	07704636405
Date of previous inspection	28 November 2019

Information about this early years setting

Jelly Beans Nurture Nursery Ltd re-registered in 2018. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 6. The manager holds qualified teacher status. The nursery operates from Monday to Friday during term time. Sessions are from 12 midday until 3.10pm. The nursery offers government funded places for childcare and early education.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- Leaders joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.
- The inspector and leaders carried out a joint observation of group activities.

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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