

# Inspection of Jelly Beans Kids Club Ltd

Brookland Infant Primary School, Hill Top, LONDON NW11 6EJ

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Inspection date: 16 July 2025

<b>The quality and standards of early years provision</b>	<b>This inspection</b>	<b>Met</b>
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	Previous inspection	Met
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## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Staff provide children with a wide range of engaging and purposeful opportunities that support their learning and development exceptionally well. They have high expectations for children's behaviour and consistently support them in understanding routines and making positive choices. This helps children to respond promptly to instructions, for example, when asked to tidy up or transition to another activity. Staff actively promote children's independence and self-care skills. For example, they support younger children in setting up their own activities. This builds children to build and confidence and autonomy.

Staff celebrate children's achievements, which helps children take great pride in their work and builds their confidence. They offer enjoyable mark-making activities that support children's early writing and fine motor development. For instance, young children are supported to focus as they shape and mould dough using small tools and cutters. Staff encourage their perseverance and model how to use equipment safely and effectively. Children attending the after-school club, benefit from staff who create a relaxed and welcoming atmosphere. Staff provide a choice of activities that cater to children's interests and promote social interaction. Children enjoy chatting with their peers, sharing snacks, and discussing their day in a calm and supportive environment.

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

- Children access an exciting and broad curriculum that ensures they embed skills that help them build on what they already know and can do. Staff are enthusiastic and encourage children to make choices and decisions about their play. Staff ensure that activities are suitably engaging and challenging for the individual children.
- Children have access to a wide range of mark-making tools, such as pencils, pens, and coloured markers. They confidently explore their ideas through drawing and enjoy expressing themselves creatively. Staff actively engage with children during these activities, asking thoughtful questions about their artwork and encouraging them to talk about what they have drawn. This supports children's early literacy skills, communication, and helps them to extend their creativity.
- Children have opportunities to learn about the similarities and differences between themselves and others in their communities. They develop an understanding of what makes them unique. Children have fun as they explore and learn about a range of cultural and religious festivals through stories, pictures, and hands-on experiences. For example, during Chinese New Year, staff wrap chocolate coins in red paper and give them to children as traditional gifts.

These thoughtful activities help children develop respect for different traditions and promote their awareness of the wider world.

- Children have opportunities to explore a wide range of physical skills both outdoors in the playground and indoors in the school hall. They develop balance, coordination, and spatial awareness through group games and physical challenges. For example, children confidently climb the large climbing frame and the climbing wall, building strength and resilience. They enjoy kicking balls, inventing their own ball games with friends, and working together as a team. These experiences promote physical development, cooperative, and imaginative play.
- Staff make phonics fun by using active play, such as throwing beanbags onto lettered mats. Children say the letter sounds and think of words, helping them connect letters to sounds while building physical skills and confidence.
- Children are encouraged to eat healthy snacks brought from home, with staff promoting nutritious choices. Fresh water is always available to keep children hydrated throughout the day. Children develop independence as they tidy away their belongings and confidently manage their own self-care routines.
- Children in the club behave very well, share kindly, and use polite language. Older children support younger ones through a buddy system, helping them feel settled and included, which fosters a strong sense of belonging.
- The leadership team builds strong and effective relationships with the school and the headteacher. They work closely together to ensure smooth transitions for children who attend the out-of-school club. Staff share detailed and timely information with school staff, which helps to provide continuity in children's care and learning.
- Leaders are committed to improving outcomes for every child in the after-school club. They actively support and coach staff to develop their professional skills and ensure they stay up to date with current practice. Leaders are skilled in adapting provision to meet the needs of varied age groups, helping all children remain motivated and make good progress.
- Parents are very positive about the care and education their children receive. They speak highly of the management and staff, praising them for being extremely caring, flexible, and supportive. Parents comment on how much their children enjoy attending and appreciate the wealth of information staff provide about their child's progress and daily experiences. Parents are very positive about the care and education their children receive. They speak highly of the management and staff, praising them for being extremely caring, flexible, and supportive. Parents comment on how much their children enjoy attending and appreciate the wealth of information staff provide about their child's progress and daily experiences.

## Safeguarding

The arrangements for safeguarding are effective.

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



## Setting details

<b>Unique reference number</b>	EY490404
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10398752
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	100
<b>Number of children on roll</b>	396
<b>Name of registered person</b>	Jelly Beans Kids Club Limited
<b>Registered person unique reference number</b>	RP534671
<b>Telephone number</b>	07799397959
<b>Date of previous inspection</b>	7 November 2019

## Information about this early years setting

Jelly Beans Kids Club Ltd registered in 2015. The club operates within Brookland Infant School in Hampstead Garden Suburb, London. The club is open Monday to Friday, from 3.15pm to 6pm, during term time. There are five members of staff. The manager holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Anahita Aderianwalla

### Inspection activities

- The manager and inspector carried out a learning walk together to discuss the setting's intentions for children's learning.
- The manager and inspector conducted a joint observation and discussed the impact this had on children's learning.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at relevant documents, including paediatric first aid certificates, qualifications and suitability checks.

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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