

Jumping Jac's Nursery

Jumping Jacs Nursery, 1 Frankley Avenue, HALESOWEN, West Midlands
B62 0EH



Inspection date	6 June 2019
Previous inspection date	20 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership and management reflect carefully on the quality of the provision and identify further areas for development. They value the contributions that parents and staff make to this progress. For example, they made successful changes to enhance the support provided for two-year-old funded children.
- Staff skilfully help children to achieve success in their learning. They carefully monitor the progress that children make and plan challenging activities that capture their interests and imagination. The detailed individual and group tracking systems help staff to target children's learning precisely.
- Children make good progress. They are motivated to play, learn and to make new discoveries. They gain a wide range of useful skills that prepare them well for school. Children observe their friends and learn from each other.
- All children demonstrate very high levels of independence. Two-year-old children use their initiative when they recognise that there are insufficient chairs for their friends and decide to fetch more. Staff provide children with excellent opportunities to learn to manage their self-care routines. Babies decide when they need to sleep and access cots.
- Staff provide children with excellent opportunities to learn about diversity. Children show high levels of awareness of people from around the world and the various musical influences. They delight in the experience of dressing in culturally diverse clothes and correctly identify the country of origin for each, such as China and Africa.
- Staff foster children's emotional security expertly. They provide excellent opportunities for babies to gain confidence in a variety of environments and build strong relationships. Babies benefit from spending time in the Pixie lodge where they enjoy dedicated time with their key person in a tranquil and sensory-rich environment.
- The manager has not identified where some aspects of staff's already good teaching practises can be improved even further.

What the setting needs to do to improve further

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

- refine the arrangements for the monitoring of staff's practices to identify where teaching can be enhanced even further to help raise the quality of children's learning experiences to the highest level.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of how to protect children. They understand the procedures to follow if they have any concerns about a child's welfare. Partnerships with parents are strong. Staff update parents on their children's progress regularly and share good ideas to help their continued learning at home. They gather detailed information from the parents of new children to establish their starting points. The provider invests well in all staff and ensures they are valued. Leaders provide staff with effective support to help them to develop further their personal effectiveness. For example, recent training helped staff to deepen their understanding and extend opportunities for children to develop their physical skills, especially when they play and learn outdoors.

Quality of teaching, learning and assessment is good

Staff support children's communication and language development skilfully. Staff working with pre-school children, listen to them attentively and allow each child the time to express their good ideas. Staff working with younger children, understand their unique ways of communicating, such as their gestures, sounds and signs. Two-year-old children invent their own words, such as 'wibbly', to help describe materials. Staff provide children with good opportunities to explore their imaginative ideas. Children develop story lines as they role play familiar experiences, such as cooking and shopping. For example, pre-school children list the ingredients for their 'rainbow soup'. They enjoy shaping dough and work together to design and build dens.

Personal development, behaviour and welfare are outstanding

Children show extremely high levels of self-awareness and also recognise the various needs of their friends. Pre-school children talk confidently about their dietary requirements and preferences. They explore what it means to be a vegan and about their allergies, and those of their friends. Children develop admirable levels of self-reliance as they eagerly explore the highly stimulating learning environments. Many aspects of children's learning are self-directed. This means that they are actively engaged in shaping their learning experiences. Staff are excellent role models. Children copy this behaviour and interact very politely with others. Staff affirm children's self-belief with much praise and acknowledge their efforts and achievements continuously. Staff provide outstanding support to children and their families in a successful range of health initiatives. For example, they provide information about physical activities, oral hygiene and eye care.

Outcomes for children are good

Children develop their understanding of the world. Babies eagerly use their hands and feet to explore 'gloop'. Older children observe the behaviour of animals and discuss their features using technical language, such as 'snake venom'. Two-year-old children investigate the properties of natural materials and work out which objects will roll. Children progress well with their mathematical understanding and literacy skills. They enjoy handling books, listening to stories and are keen to practise their early writing.

Setting details

Unique reference number	EY358327
Local authority	Dudley
Inspection number	10106497
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	60
Number of children on roll	137
Name of registered person	Jumping Jac's Nursery Partnership
Registered person unique reference number	RP909992
Date of previous inspection	20 November 2015
Telephone number	01214 232442

Jumping Jac's Nursery registered in 2007. It employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 and one at level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. It receives funding to provide free early education for two-, three- and four-year-old children.

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