

# Jumping Jac's Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY358327
<b>Inspection date</b>	19 June 2008
<b>Inspector</b>	Mary Kelly
<b>Setting Address</b>	1 Frankley Avenue, Halesowen, West Midlands, B62 0EH
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<b>Registered person</b>	Jumping Jac's Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Jumping Jac's Day Nursery has been registered since 1998 and was re-registered under new management in 2007. It is situated in Halesowen and operates from premises converted from a former retail unit. Children attend from the local community and surrounding areas. Rooms used by the children are set out on two floors. Children under three are on the ground floor in two separate rooms. Pre-school children are located on the first floor. There are bathroom facilities located close to the children's rooms on both floors. There is a fully enclosed garden for outdoor play which older children are able to access at all times. The setting operates between 07.30 and 18.00, Monday to Friday all year round. Children attend for a variety of sessions. It is registered to care for 30 children under 5 years. There are currently 54 children on roll. This includes 14 children who are in receipt of nursery education funding. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. A total of 12 staff work with the children. Eleven hold a recognised childcare qualification. The setting receives support from a teacher mentor from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children are encouraged to be as independent as developmentally possible and they are actively supported to develop independence skills. Children learn about the importance of a healthy lifestyle, which also takes into account their individual needs. Snack time is a social time where staff sit with the children and encourage conversation. Staff support children's language with 'Baby Sign' and even young children were observed signing their needs to staff. This ensures that the children are able to convey their needs from an early age, making them less frustrated. Staff take good account of all children's dietary requirements and encourage the children to remain extremely well hydrated by enabling them to have free access to water and juice at all times in their individual cups and bottles. The children are reminded to have additional drinks in warmer weather to ensure that they are sufficiently hydrated at all times. Meals and snacks are extremely healthy and meet the dietary needs of all of the children attending. Hot lunchtime meals are very nutritious and offer healthy options and choice. Snacks are prepared on site and are served in a manner that encourages the children to eat healthy options. Children's sleep patterns are individually respected ensuring that the routine is the same as at home. This promotes consistency and takes into account the wishes of parents.

Practical and pictorial prompts routines support the children's learning about the importance of personal hygiene. Older children freely access toilets, nappy changing area and hand washing facilities and staff give gentle reminders about hand washing, supervising and supporting the younger children. Parents and visitors to the setting are asked to use the antibacterial gel provided to ensure that germs from the outside environment are at a minimum. Shoe covers are provided for parents and the children and staff wear different shoes indoors to minimise spread of infection. Tissues are easily available for children to use and procedures are in place to prevent the spread of infection from children with runny noses. All staff have completed first aid training, and first aid equipment is easily accessible which ensures children can be consistently attended to appropriately in an emergency. Detailed information regarding children's medical needs is gathered from parents with regard to medication and accident records meeting regulations. They are detailed and parental signatures are gained where appropriate.

Children benefit from significant and vast range of interesting physical activities both indoors and out. The children are able to play outside in all weathers as the setting has recently purchased all weather suits and umbrellas to encourage this. The children have a daily physical exercise session using the outdoor play area. They are able to make independent choices to further develop good physical skills as they climb, balance and jump. Small equipment such as balls develop throwing, catching and ball skills. Outside, the children have frequent opportunities to use bicycles and cars and some simple climbing equipment. Music and movement activities help the children to increase their skills and move their bodies in intended ways and imaginations as they interpret the wide variety of music available to them. This is further enhanced by a dance teacher who visits the setting every fortnight and is able to link her dance routines into activities the children are doing in their rooms. Consequently children are able to develop a healthy lifestyle.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children have a strong sense of belonging as both individual and group work is displayed on walls and suspended from the ceiling. Photographs of the children are placed on their pegs and self-registration cards. This gives the children a sense of identity. Labels around the environment and on resources are both text and pictorial. This promotes children's understanding of print having meaning and enables them to easily make choices regarding the activities they wish to play with. All areas accessed by the children are very clean, well maintained and brightly decorated and children's art work is proudly displayed. Resources are of very good quality and are used to support children's overall development. A vast range of differing activities are available at any one time, giving the children choice and enables them to initiate aspects of their own learning. Resources are stored at the children's level to enable the children to freely choose their own activity. Children are secure whilst outdoors as the outdoor area is fully enclosed and regularly risk assessed. Staff ensure they protect the children further by implementing the use of walkie-talkies to enable the staff outside to have constant contact with staff inside.

There is ample space within the setting to provide children with a vast range of activities which fully promote their development, this ensures that the children have room to move freely and get high levels of choice during their time at the setting. Children observed assisting themselves and making informed choices about what they wanted to play with and whether they wanted to have an adult involved in their learning experiences. Therefore their independence is eagerly supported and fully encouraged. Cleanliness and safety of the toys and resources are paramount. They are checked on a very regular basis ensuring children are safe from potential hazards and stay safe when playing. The older children know that they need to be careful on the stairs and ensure that they hold onto the 'brown rail'.

Children move around the rooms safely as staff are extremely conscious of their responsibilities to protect children and keep them from potential risks. A written daily risk assessment is undertaken each morning before the children arrive, both indoors and outdoors. This is supplemented by other regular risk assessments also being ongoing to fully protect the children. Children's awareness of safety in the event of a fire is fully supported by the staff who ensure regular evacuations are carried out and children are aware of the procedure. This is reviewed regularly to ensure staff are meeting the needs of everyone at the setting.

Children are well protected from abuse and neglect as staff have a very clear understanding of their role in child protection and they have all attended training in this area to heighten their awareness. The person with responsibility for child protection has a very clear understanding of the procedures to follow if there are concerns regarding any of the children. Excellent written policies and procedures, are in line with Local Safeguarding Children's Board guidelines.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children play in a clean, warm, stimulating and rich in text environment. The children are extremely active learners in a setting that values their individuality both as people and as a community. The highly effective staff and environment reflect the diversity of the wider community and give children a strong sense of identity as individuals and within a group. The children are very eager to engage in the activities offered and even extend them further themselves even though for the younger children this maybe the first experience of being

separated from parents. Staff are extremely sensitive to their emotional well-being and eagerly encourage parents to stay as long as is necessary for the child to become secure therefore forging extremely positive links with parents. For the younger children the key worker system ensures that they have a special relationship that is consistent and aids them in developing a very good sense of belonging. The children benefit significantly from staff's knowledge of the 'Birth to three matters' framework and activities that are planned to provide them with a range of exciting, dynamic and interesting, explorative experiences. Children are animated, socialise and interact with each other very well.

Children develop excellent language skills and become skilful communicators. This occurs as they listen and respond to stories, enjoy sharing activities with peers and hear new words and meanings. This aids the children in their understanding and interaction with peers. Staff use very clear and simple language and support this appropriately with simple 'baby sign' signing to explain and reinforce simple instructions and directions. Staff report that they have find this useful for the children to communicate from an early age, without becoming frustrated.

By using their senses and movements, children make good connections and develop competence and creativity in all areas of development. For example, the children experience a vast variety of different experiences within their creative activities equally both indoors and outdoors. They are able to manipulate play dough, sand, jelly, rice, soil and water, this allows them to express themselves from a very early age. Mark-making is encouraged for all ages of children, for example, spontaneous activities, whilst painting and having access to drawing activities.

Children's experiences are significantly enhanced by the skilful interaction of vibrant staff who clearly enjoy working with children and use their strong understanding of child development to support children's learning. For example, whilst in the garden staff offer many opportunities and enable the children to have opportunities to look after living things such as plants. Musical and dance activities are enhanced further by the setting offering specific dance sessions on a fortnightly basis.

Nursery education.

The quality of teaching and learning is outstanding. Staff clearly demonstrate through planning, observations, photographs and discussion that they have a strong understanding of child development. They have a exceptional awareness of the Foundation Stage and link the six areas of learning into the provided activities using expert practice. A detailed curriculum is in place that effectively challenges children's learning over the educational year and ensures that children learn through a vast range of practical and meaningful experiences. This is due to the fact that each child's play is evaluated and staff clearly know how to move them forward in their development. The key workers use the information gained from these assessments to further plan activities relating to the children's needs to make the most of all opportunities for individual children. The children are actively encouraged to access resources freely and the range is vast, enabling all children to discover sources of interest and to become fully involved. The structure allows effective use of time for children to become engrossed in both directed and child-led learning. Staff enable the environment to be used to the best advantage. Staff spend their time directly with the children, knowing when to actively support or just facilitate an activity.

Using evidence from planning, photographs and a range of activities provided within the day the staff were able to demonstrate that they provide an wide range of activities, experiences and challenges for funded children. Within mathematics practical activities such as serving their own snack time, counting how many children are present, some children were able to count to

12 and some beyond and singing number rhymes aid the children's counting skills. Through activities such as cooking and discussions about volume the children measure and compare, use language such as bigger and smaller and sort into different types and sizes. They are able to identify shapes as they look around the setting and were observed using appropriate software on the computer to support this.

Many of the older children are able to write their names and names of other people. Younger children have opportunities for mark-making that are offered daily through the communication area, painting and drawing activities being readily available. They also have an extremely well resourced area available to the children all day to support their early writing skills. Their emergent writing is encouraged as they write letters and make lists in the role play. Stories are read daily and are often used as a basis for topics, enabling the children to use their memories which supports the beginnings of pre reading skills. A library loan scheme is available for the children to loan books from the nursery that they have chosen themselves.

Creative activities include using a huge variety of materials to make models, printing, and they are easily accessed by the children as well as singing and dancing. Through these activities the children are beginning to design, create, use their imaginations and express how they feel. Outdoors the children have access to larger scale materials and one child was observed making a trampoline using large reels and rope.

Knowledge and understanding of the world is fully supported as children learn about different cultures as they 'fly off' to a new country each week to have adventures. They sample food and look at the culture and wear clothes from that country. Recently they have 'visited' France and China. Children are skilful and happy to use the computer independently and staff have purchased suitable software for the children to increase their skills. All children are actively encouraged to make their own choices, interact with their peers and have self confidence in their own abilities.

### **Helping children make a positive contribution**

The provision is outstanding.

The children feel secure because of the efficient, sensitive settling-in procedures. This enables the children to become familiar with their key workers and other staff in the setting. Their needs are identified early and they receive excellent support from staff, enabling them to settle into the routine and begin to develop self-confidence, independence and awareness of others very quickly. The key worker system supports the children's on-going progress as staff expertly plan and evaluate the activities to promote future learning for the individual child. The children are treated as individuals and their varying cultures, languages and beliefs are encompassed as part of the daily routines and activities enabling all children to learn about diversity in a positive and dynamic manner. Staff demonstrate a very good knowledge of the issues regarding providing pro-active care for children with learning difficulties and/or disabilities. They work in partnership with outside agencies to ensure and secure inclusion for all children.

Gentle reminders from staff enable consistent expectations for behaviour to be implemented by both staff and children. The children receive very constant verbal and signed praise for good behaviour either individually or as a group such as for 'good listening or good looking'. Small rewards such as stickers are given to the children at the end of the day for positive behaviour. Staff with one of the younger groups, have installed a bag system to encourage the children to tidy up and report that this works very well. Social skills such as sharing, turn taking and helping to tidy away develop respect for others and their environment, again this is given

consistent praise by staff, therefore fully promoting children's self-esteem and confidence. Children' social, moral, cultural and spiritual development is fostered.

Staff and parents have positive, close relationships which highly contributes to the well-being of the children. Parents are welcomed into the setting and their thoughts and skills are valued. Parents are provided with detailed prospectus, and regular monthly newsletters to ensure they are informed about their children. Parents have access with notice boards that provide in-depth information with regard to 'Birth to three matters', making treasure baskets and how they can ensure their child is ready for school. The complaints procedure is current and parents are well informed how they can take action should they be unhappy with any elements of care. All parents are extremely happy with the levels of care and attention given to the children and attribute this to the high levels of commitment of the staff team.

The partnership with parents and carers is outstanding. The parents are deeply involved in both discussions and have detailed handouts regarding the Foundation Stage curriculum for the children that receive funded education. Planning is available where the parents can view it and are able to look at their leisure. Verbal discussions and monthly newsletters inform them of topics and themes for the activities. Information is gathered from parents through initial consultations and bi-annual reviews enabling staff to immediately provide challenge and activities that interest the children. Parents' opinions are sought and valued through a proactive discussion and by questionnaires. The consistency of care for children in this partnership is excellent. Staff are also providing a recycling service for the parents with clothing and at the setting for themselves and the children. This gives them links to supporting their local community.

## **Organisation**

The organisation is outstanding.

The setting is a warm and very welcoming place that offers excellent opportunities for children to be safe and happy, through exceptional organisation. The staff team are very dedicated and work extremely well together and with the children to create a learning environment that stimulates and interests all children to meet their potential. All staff are equally involved in the planning and assessment processes for children, ensuring a through, consistent approach to promoting positive outcomes for children. Staff attend regular training that ensures they are able to deliver exceptional practice. They actively seek guidance and advice from relevant agencies, which fully demonstrates their commitment to continuing and improving practice. Sensitive, individual settling-in procedures ensure that parents feel secure about the care that their child receives. Policies, procedures and documentation are reviewed regularly and this clearly ensures that children's welfare is effectively safeguarded and maintained. All documentation is in place and is detailed. The operational plan and self-evaluation form are very comprehensive and significantly enhance the positive ethos of the setting.

Robust recruitment procedures ensure that staff have suitable qualifications and experience to work with children allowing the children to be successfully challenged to reach their potential. All staff have childcare qualifications and regular appraisals identify areas for professional improvement to further develop staff's knowledge and understanding of the needs of children. The key worker system ensures that the children and their families have an initial point of contact who continues to have an excellent awareness of the children's development and needs. Staff evaluate the performance of the manager and each other to ensure they are able to reflect on their practice.

The leadership and management is outstanding. The manager and deputy managed a highly dedicated team within the setting and show a vibrant commitment to constant improvement within the educational provision. The staff team as a whole are very devoted, work with enthusiasm and ensure the children learn through fun. Very thorough systems are in place to look at the effectiveness of the provision and through this evaluative of practice, the staff team continue to enhance the high quality experiences children obtain at the setting. The staff have an excellent awareness of the guidance for the Foundation Stage curriculum and use it actively and flexibly when implementing activities to meet the specific needs of the children. Overall, the children's needs are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)