

Jumping Jac's Nursery

Inspection report for early years provision

Unique reference number EY358327
Inspection date 07/04/2011
Inspector Patricia Dawes

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Jumping Jac's Day Nursery registered under the current partnership in 2007 and is privately owned. It operates from premises converted from a former retail unit in Halesowen, West Midlands. 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 outdoor play area available.

Jumping Jac's Day Nursery is open Monday to Friday from 7.30am to 6pm all year round. Children attend from the local community and surrounding areas for a variety of sessions. A maximum of 36 children may attend the nursery at any one time. There are currently 67 children on roll who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides support for children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery employs 13 members of staff, 12 of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have a wonderful time in this vibrant nursery because the organisation and management of the nursery is highly effective in promoting excellent outcomes for all children. Staff use the superb range of indoor and outdoor resources very effectively to plan and provide excellent learning opportunities for children of all ages. The practice used within the nursery is inclusive ensuring children's individual needs are fully understood and respected. Exceedingly strong links with parents, carers and others ensure a consistency of care and education and access to any additional support that is required. The owners are fully involved in the day-to-day life of the nursery and work very closely with their excellent team of staff. They use very robust systems to monitor, review and reflect on the practices used within the nursery in order to continue to develop high quality care and education for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children are protected very effectively because all staff have safeguarding training either through external courses or internally as part of their induction programme. They have a very secure knowledge of the possible signs of child abuse and there are very effective procedures in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Employment procedures are very robust and ensure that all staff is suitable to work with young children. Robust induction procedures ensure staff is suitable and knowledgeable about all aspects of their work. Children enjoy a safe and secure environment because very effective systems are in place to complete risk assessments and regular safety checks to ensure that all hazards are removed or minimised as a matter of urgency. The excellent practice throughout the setting is underpinned by robust policies and procedures that are known by staff and are effective in practice. The owners consistently reappraise the environments and the activities to which children are being exposed and make the necessary adjustments to secure their safety at all times. The designated Health and Safety Officer carries out checks in each room/area of the nursery giving staff feedback to ensure that all indoor and outdoor equipment and spaces are safe. The management and deployment of staff are very well-organised and monitored to ensure staffing levels remain high. Consequently, children are very well-supervised and taught to be safety conscious.

Children enjoy the care of a very well-qualified team of staff who work together effectively with the owners and manager. They provide an extremely high standard of childcare for all children and their families, taking into account their particular needs. As a result of the effective practice used consistently by staff and the high regard for children's health and well-being, the risk of cross-infection is minimised and appropriate steps are taken to deal with accidents and manage the administration of medication. Children use a superb range of resources, both indoors and outside. Indoor resources include a well-equipped sensory room. Outdoors, a range of different areas is used, covered and uncovered and with different surfaces, so that children can use different areas for different purposes and in a range of weather conditions.

Children thrive because of the excellent partnership between their key staff and their parents. Information is shared effectively enabling staff to put in place any strategies required to support children and ensure an inclusive environment is provided. Staff have a detailed knowledge of children's personal welfare needs and babies follow their individual routines. Parents and carers are very well-informed on all aspects of their child's achievement, well-being and development. They are given sufficient time to discuss any issues or concerns about their child when they drop off and collect children on a daily basis and written information is provided in a daily diary and children's developmental folders. They are positively encouraged to play a part in their child's learning and development and to contribute to the educational programme. For example, if children have been on an outing at the week-end with their parents, staff provide resources for them to develop their play and learning in the nursery and encourage other children and their families to be

involved. Consequently, the outcomes for children and their experiences are positive and rewarding.

Staff are proactive in working in partnership with other agencies and providers this ensures children received consistency in their care and learning. The owners are highly motivated and passionate about providing high quality care and education while ensuring children are seen as unique individuals. The input of staff, parents and other professionals are valued. Their views are sought on all aspects of the provision which enables the management to set measurable targets for ongoing improvements which are beneficial to the children. The owners have a very clear vision to continue to develop their nursery and to maintain extremely high standards of care and learning for every child. The manager and staff are totally committed to working with them and practice throughout the nursery is very reflective. A detailed self-evaluation document is in place to identify areas for future development and this is updated regularly. Improvements that have been made, include an extension to the premises which gives increased opportunities for free flow play between indoors and outside for all children.

The quality and standards of the early years provision and outcomes for children

Children make excellent progress towards the early learning goals because of the varied range of opportunities provided throughout the nursery. Children thoroughly enjoy their time in the nursery. They make outstanding progress because all staff are highly skilled in planning the educational programme for children, they have an exemplary understanding of the Early Years Foundation Stage and how children learn. They plan and provide appropriate activities and play opportunities both indoors and outside. All staff are involved in the process which clearly reflects children's current interests and meets their individual learning needs. Regular observations and assessments are carried out leading staff to identify children's next steps which are highly effective in promoting further development, enabling them to make excellent progress given their starting points and abilities. The planning and observation systems are monitored and evaluated to provide staff with good information on how effective the systems are in enabling children to learn and develop. Children are very well behaved. The interaction with both adults and other children is excellent, they play harmoniously, learning to play safely, share and negotiate for what they want. Children are confident, enthusiastic learners and they develop an excellent range of skills that will support them in their future lives.

Children flourish because their personal, social and emotional development is given high consideration. The excellent key person system is used to ensure children have a consistency of care which gives them reassurance to feel safe and cared for while allowing them to develop a positive attachment with their key person. Children are seen as unique individuals whose specific care and development needs are exceedingly well planned for and supported by all staff. The friendly, caring staff team interact exceptionally well with the children, encourage them to achieve and enjoy and become active learners with excellent dispositions and attitudes to their own learning. Children develop excellent foundation skills in

relation to language and numeracy. Daily routines and activities, such as, circle time and snack time provide good opportunities for children to practice their understanding of numbers and counting and to use their conversational skills. They share experiences, ask questions and play co-operatively during child-initiated and adult directed activities. Children of all ages are provided with opportunities, they practise their mark making skills using a variety of resources. For example, using water or chalks in the outside area to draw pictures and make patterns on the floor. Older children develop their mark making further, practising forming recognizable letters as they label their own work. They also learn to use tools, such as, pencils and scissors safely.

The environment indoors is exceedingly well-organised and resourced with very good quality toys and equipment that is appropriate to the age of the children in each room. Children develop an excellent awareness of their personal safety. Babies demonstrate clearly that they feel very secure with their staff. They become increasingly mobile as they explore making physical contact with toys, objects and people. For example, they enjoy looking at the world through the large window and eagerly 'sign' to staff about the passing lorries and people. Toddlers can move safely around as they begin to walk because the layout of the room encourages their mobility as they walk around holding onto low-level pieces of furniture and equipment. Staff are on hand to ensure children are safe yet able to set their own challenges in relation to their mobility.

A particular strength of the nursery is the outstanding use of the environment around the nursery. Babies have a separate play area and enjoy using their own range of age appropriate ride-on toys. Toddlers enjoy playing a selection of musical instruments and singing or hiding from staff in the willow tepee or playing on the appropriately sized see-saw and slide. Practical outdoor skills and self-reliance are taught through the Forest School activities. Older children develop their physical skills and a knowledge and understanding of the world as they use outdoor resources, such as, the large climbing frame, build tall towers from plastic bricks and blocks or dig and tend their own plants. The challenges provided for children through the Forest School activities are carefully managed to ensure children's safety while enabling them to try new and exciting activities which capture their interest and imagination. As a result, children of all ages develop a very good awareness of healthy lifestyles because they spend plenty of time outside using the very wide range of different facilities.

All children have excellent opportunities to be creative. Babies explore different textures, such as, shredded paper, jelly and shaving foam. Toddlers use sequined shapes and paints to produce very effective art work. Older children use clay to make 'mini beasts', use the computer to draw their faces or use the observational table to draw daffodils. Staff make good use of the spontaneous learning opportunity and helps them to understand what has happened. All children eagerly join in with songs at circle time that support their mathematical learning. They use the sensory room which is a quieter environment to explore different textures which they find in the selection of sensory bags. Children make models out of recycled materials and also play with 'treasure baskets' which are filled with natural materials. Children also re-cycle their rubbish in the boxes in the garden, all of this supports their knowledge of sustainability.

All children gain a very good awareness of other cultures. They hold sponsored events to raise money for a variety of charities. They learn that these children are less fortunate than themselves because they see photographs of their lifestyle, such as, collecting water from a well. They take part in activities to celebrate different festivals, such as, Chinese New Year. Children develop an excellent understanding of healthy eating and where food comes from. They help with gardening activities learning to tend and grow plants which they can use in food tasting and cookery activities. Children's good health and understanding of personal hygiene are promoted very well through very good practices used by staff and taught to children. Parents of babies may choose to bring their own food and babies individual routines in relation to food and sleeps is respected. Older children eat freshly prepared nutritious meals provided by the nursery which ensures children receive a well-balanced diet. Older children talk confidently about foods that are good for them because they take part in regular activities to support their knowledge. They learn about good dental hygiene through discussion and role play that raises their awareness of the importance of regular teeth cleaning and which foods are bad for their teeth. As a result, children's welfare is supported extremely well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met