



Jumping Jacks Preschool

Inspection report for early years provision

Unique Reference Number	143487
Inspection date	16 March 2007
Inspector	Lisa Ellis
Setting Address	Tipner Road, Portsmouth, Hampshire, PO2 8QH
Telephone number	02392 652569
E-mail	
Registered person	Jumping Jacks Pre-School
Type of inspection	Integrated
Type of care	Sessional 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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jumping Jacks Pre-school is situated in the Tipner area of Portsmouth, Hampshire and has been a registered provision since 1998. It is based within the annexe of Stamshaw Junior School and has close links with the school. Children have the use of two adjoining rooms and an enclosed outdoor area. The pre-school offers sessional care for children from the local and surrounding areas. It has charity status and is organised by a voluntary management committee. The play leader is responsible for the day-to-day management and organisation of the group.

Sessions operate Monday to Friday, from 08:45 until 11:15 and from 12:10 until 14:40 during term times. At present there are 51 children on the register of which 43 are in receipt of government funding for nursery education. The pre-school supports children who have English as an additional language and those with learning difficulties and/or disabilities.

There are currently eight members of staff employed to work with the children who all hold relevant childcare qualifications. The pre-school receives support from the local authority and the Pre-school Learning Alliance and follows the High Scope method of teaching.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as good systems are place to reduce the spread of infection. They learn the importance of personal hygiene as they independently take themselves to wash their hands after toileting, after messy activities and before eating. Cross contamination is minimised as the group has a policy to exclude children with contagious infections. Anti-bacterial sprays and wipes are used on tables and changing mats and staff wear gloves when changing nappies to reduce the spread of germs. Children are involved in the regular cleaning of resources to maintain good standards of cleanliness.

Children's dietary needs are met as they are given healthy and nutritious snacks mid-session. They are provided with milk or water to drink or can bring in their own drinks from home. At snack time children show their independence by fetching their own drinks and sitting in a group to eat a range of fruit available to them. They talk to staff and their peers about fruit and vegetables being good for their bodies, showing a basic understanding of healthy eating. Children remain suitably hydrated throughout the sessions as they have constant access to drinking water.

Children are dealt with appropriately following accidents as most of the staff hold current first aid qualifications and written basic first aid techniques are displayed. Written consent is sought from parents for permission to seek emergency medical treatment if required. First aid kits are well stocked and are stored accessibly although some of the contents have just exceed their expiry date. Very good records are kept of accidents which are shared with the parents to promote the welfare of the children. Effective systems are in place for the administration of medication.

Children benefit from having daily access to the outdoor play areas where they practise a range of physical skills to move their bodies in a variety of ways. They use the large playing fields for running races and their own enclosed tarmac areas to ride bicycles and scooters.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe and secure environment where staff have taken all necessary precautions to minimise the risk of accidents. They are able to move around their base rooms freely and safely as fire guards, door jams, socket covers and locks on external doors are all in place. Informal daily risk assessments are carried out with more formal annual assessments being used to identify and action areas of concern to ensure continued safety for children. Children learn how to keep themselves safe through discussions with staff, for example, they know they need to play on the raised area of the play ground to avoid getting run over when

other children are riding bicycles on the lower level. They are learning about fire safety through practising termly drills to understand what they need to do if an evacuation is necessary.

Children have the sole use of two playrooms and an outdoor play area during pre-school opening hours. The premises are attractive to children as the furniture is child height, rooms are well laid out for their arrival and their work is displayed around the rooms to make them feel valued. They have access to a very good range of indoor and outdoor equipment that is clean and well maintained. Equipment promotes learning in all areas and meets the developmental needs of the children in attendance.

Children's well-being is effectively promoted as all staff have received training in child protection. The written procedures for safe guarding children have recently been updated to ensure all members of staff are clear of what they need to do should they suspect a child is at risk from harm. Staff are clear of their responsibilities in promoting children's welfare and complete detailed records when they have concerns about individual children. Staff have a good understanding of the other agencies to contact should they need to make a child protection referral.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and relaxed in the pre-school and have formed very good relationships with the staff and their peers. Staff are attentive to children's individual needs, responding appropriately when children need changing, would like a drink or just need a cuddle. Children are familiar with the daily routines and are happy knowing what comes next within their time at pre-school. Staff have recently completed training on the Birth to three matters framework and have successfully implemented it alongside their planning and assessment for the older children. Written plans show differentiation for the younger children to help them make progress at their own speed to prepare them for the next steps in their pre-school lives. Although the younger children have time with their key worker during small group activities, they also benefit from time spent playing alongside older children, where their social skills are developing well.

Nursery education

The quality of teaching and learning is good. Children are making very good progress as individuals because staff have a secure knowledge of the Foundation Stage and key workers have an excellent understanding of what stage each child is at within their learning. Staff make regular observations on children during all aspects of play and feed these observations into tracker sheets to see at a glance where children may need additional help or could be extended further. Very good use is made of the trackers to plan future activities to enable children to reach their full potential as young learners. All staff have the same long term and medium term plans but the short term plans are adapted to reflect what their key worker children need as individuals to help them make progress at their own speed. Planning sheets clearly show the learning intention for each activity and differentiation for more and less able children. Evaluations are undertaken and are well used to inform future planning. Staff appropriately talk to and question children throughout their play to make them think and to further extend their learning.

Children are making good progress in all areas of learning as planning gives each area of development equal coverage to ensure a balanced curriculum. Staff are skilled at expanding and extending activities to cover several areas of learning at once, for example when talking about healthy eating, staff also encourage use of number, linking sounds, colour and talking about what food is liked by members of their families. Children are keen to come into the pre-school and behave very well. They show high levels of independence by taking themselves to the toilet, choosing their own activities and helping to tidy away resources. The group follows the High Scope approach to teaching and learning where all children participate in 'plan-do-review'. This is where they sit in small groups to decide what they would like to play with, they then follow out their wishes and come back to the group at the end of the session to discuss what they have done. As a result of this children are very good at speaking in a group and demonstrate good listening skills.

Children enjoy having free access to writing materials throughout the session which they use for a variety of purposes. Some children write out prescriptions when role-playing in the hospital while others take bookings for the hairdressers. Most children can hold pens and pencils correctly with many being able to write recognisable letters and some successfully writing their names. Staff help children when asked, sometimes getting out their name cards for them to copy writing their names. Children are learning that print carries a meaning as equipment is stored in labelled boxes and drawers. Children enthusiastically join in with stories and enjoy being read to. Staff allow children to predict what happens next and to offer their own experiences that relate to the stories.

Children use mathematical language in their play by talking about position, weight and measure. They show an awareness of basic calculation which is practised in songs such as 'six cheeky monkeys' and successfully count out using one to one correspondence. Some children can recognise written numerals and can place them in the correct sequence. Children have access to laptop computers which are used to practise simple functions such as clicking and dragging. Staff provide children with a child sized mouse to make it easier for them to control. Children are learning about life through general discussion with staff and their peers. They ask questions about pets dying which staff answer simply and sensitively to help children understand. Children are keen to talk about their home lives and their families which helps them to understand that not all families are the same.

Children have free access to resources that allows them to express their creativity. They confidently select their own equipment from the art trolley which is well presented to encourage children to use this area. Children are not rushed to complete art activities, for example one member of staff stayed inside with a small group of children to allow them to finish their pictures while the other children went outside to play. Children enjoy investigating with resources, for example they like to mix their own paints to make their own choice of colours. One child was thrilled that he managed to make purple but got frustrated that he couldn't then make pink. He told a member of staff who helped him by suggesting he try adding red to white which he then did.

Children enjoy playing with musical instruments and joining in with rhythmic clapping to the sound of their names. Sometimes instruments are used for planned activities but at other times are left out for children to experiment individually. Children enjoy dressing up and role-playing,

often recruiting members of staff to help them act out scenes from their imaginations. Children demonstrate good spatial awareness both indoors and when playing outside. They use a range of tools to practise their fine motor skills, competently using scissors, rolling pins and writing materials. Their gross motor skills are developing well by riding on bicycles and scooters and by balancing on the wooden blocks they use to make their own constructions.

Helping children make a positive contribution

The provision is good.

Children are learning about the wider community through planned activities and resources that show positive images of people from around the world. Children with English as an additional language are included in the group with support from the local authority and by staff learning key words to aid effective communication. Plans reflect topics showing a range of cultures and beliefs to teach children about differences and similarities between others. Children celebrate different festivals throughout the year to include the celebrations of all children who attend the group.

Children's social, moral, spiritual and cultural development is fostered. Staff work with other agencies to ensure the needs of all children can be met effectively. Staff work with parents of children who have learning difficulties and/or disabilities to ensure consistency and to help children make progress. Individual education plans are drawn up for children who need them in discussion with parents and external agencies.

Children's behaviour is very good. They are actively involved in all aspects of pre-school life which keeps them busy and occupied throughout the sessions. Children benefit from the staff working consistently to enable them to learn the behavioural boundaries. Unwanted behaviour is dealt with quickly, calmly and without fuss so children can easily learn what behaviour is unacceptable and why. Staff act as positive role models for the children, encouraging good manners and being kind to each other. Children are familiar with the rules of the group, for example, knowing that they must wait until they go outside to run around. Positive behaviour is recognised and valued by staff throughout the sessions. Children are rewarded with stickers for good work, good listening and being kind and helpful which they are very proud of.

An open day is held for parents each June for children who are starting in the autumn term. The play leader goes through the policies and procedures with parents and helps them complete all related paperwork which is used to help meet the children's needs. Parents who can't make this meeting or whose children start at different times of the year are invited into the group individually to hear what the pre-school has to offer and how it aims to help the children make progress. New parents are provided with a prospectus which includes information about the staff, their responsibilities and their qualifications. It also provides information about the pre-school routines and some of the policies. Parents are encouraged to visit with their children to help them to settle into the pre-school before they are left alone. Parents are happy with the quality of care at the pre-school but not all of them are aware of how to make a complaint should the pre-school be unable to resolve problems themselves.

The partnership with parents of children receiving nursery education is good. As well as being provided with monthly newsletters about what is going on in the group they also receive monthly

topic sheets explaining what their children will be learning about in the pre-school. These topic sheets highlight activities that parents can do at home to compliment what the children are doing in pre-school to help them be more involved in their children's learning.

Children's learning is promoted as parents receive termly reports from their children's key workers highlighting their progress in each area of learning and identifying the next steps to help them continue to make progress. Although they are verbally informed of the Foundation Stage Curriculum and how it works when their children start in the group, there is no written information available to help them understand about the stepping stones and early learning goals.

Organisation

The organisation is good.

Children benefit from being cared for by a qualified and experienced staff team who are fully aware of their roles and responsibilities. Each member of staff has a written job description and is fully briefed about changes to policies and procedures to ensure the smooth running of the group. The staff team work well with the committee, ensuring that the setting meets the needs of the range of children for whom it provides. As a result, the group is very well organised and promotes positive outcomes for children.

Children are protected from unvetted persons as they are never left alone with them. All staff have been appropriately vetted and systems are in place for ensuring their ongoing suitability although some of these are not yet fully developed. New staff follow an induction to ensure they are aware of their place within the group and to learn the group's policies and procedures to ensure good quality care and education for the children.

Children are cared for in a well organised and safe environment. Good staff ratios are implemented with staff, children and visitors attendance accurately recorded to further promote safety. All of the required paperwork is in place and is well maintained. Documentation is stored confidentially and is shared with parents as necessary to promote the welfare of the children.

Leadership and management is good. The staff work very closely as a team, having daily meetings to discuss and monitor any issues arising from the education programme. They have other regular meetings to develop the planning and assessment of nursery education to ensure it remains effective in helping to promote children's learning. The group is currently working towards accreditation and participates in annual appraisals to monitor the quality of teaching. Staff show a commitment to ongoing training to increase their knowledge of childcare and education issues. Good systems are in place to ensure individual children make progress in their learning, allowing them to develop at their own pace.

Improvements since the last inspection

At the last care inspection, two recommendations were raised. They were to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and to extend occasions for outings and walks to places of interest to provide opportunities for children to explore the local environment.

These recommendations have been effectively addressed by making good use of the local toy library to introduce a widening range of resources that reflect equality and promote anti-discriminatory practise to encourage children to learn about the wider world and to value others. The children now have more opportunities to learn about the wider environment by going on visits in the local area and by having visitors into the pre-school to talk to them. For example they have had visits from vets, dentists and from a local park who brought in a variety of animals for the children to look at and touch.

At the last education inspection three key issues were raised. They were to review planning to ensure staff are able to focus on the learning objective relating to the stepping stones; to enable children to frequently hear, say and link sounds to letters and rhyme through oral, fun activities and to provide a range of writing materials for children to use in role play and to extend the established good practices in parent partnership by developing strategies to ensure parents are informed of and have an understanding of the stepping stones and of the early learning goals of the Foundation Stage curriculum.

These key issues have been addressed as the pre-school has developed the planning to allow the key workers to focus on the learning objective for each child as an individual. They have also introduced tracking sheets to enable key workers to see which stage each child is at in their learning which helps inform future planning to meet children's individual needs.

Children now have free access to writing materials throughout sessions to practise their emergent writing skills. Staff have undertaken phonics training to help children understand about linking sounds and letters. In addition the group has introduced a phonics table and encourages children to bring in items from home to compliment their learning in this area.

The key issue relating to developing strategies to ensure parents are informed of the Foundation Stage curriculum has been partially addressed by introducing a parents day where progress reports are given to parents showing their children's progression through the six areas of learning. In addition new parents are invited to a meeting each June to inform them of what the pre-school has to offer their children. However there is no mention of the Foundation Stage curriculum or how it works within any written information for parents. Therefore this remains a recommendation to secure further improvement in this area.

Complaints since the last inspection

Since the last inspection 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop policies and procedures to ensure the ongoing suitability of staff
- ensure parents are provided with full details should they wish to make a complaint

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further enhance partnerships with parents by providing written information about the Foundation Stage Curriculum

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