

Jumping Jacks Nursery

Inspection report for early years provision

Unique Reference Number	EY216743
Inspection date	18 February 2008
Inspector	Hilary Turner
Setting Address	43 Powder Mill Lane, Whitton, Twickenham, Middlesex, TW2 6EF
Telephone number	0208 755 3033
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Registered person	Jumping Jacks Nursery Limited
Type of inspection	Integrated
Type of care	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.

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 Nursery opened in June 2002. It operates from four rooms on the ground floor of a residential property in Whitton in the London Borough of Richmond. The nursery serves the local community.

The setting is registered to care for 28 children from two to five years. There are currently 42 children on roll. Of these 24 receive funding for nursery education.

The nursery supports children with learning difficulties, and those who speak English as an additional language.

The nursery operates from 08:00 to 18:00 five days a week and is open all year round, apart from two weeks in the summer, one week at Christmas and Bank Holidays. Children attend a variety of sessions.

There are four full time and two part time staff who work with the children. Five staff have early years qualifications and one member of staff is currently on a training programme. The

setting receives support from the local authority, and is a member of the Pre School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive in a environment which places exceptional emphasis on promoting their all round well-being. They gain an excellent understanding of health and hygiene and become independent in their personal care. They wash their hands at the appropriate times, such as before eating their snack or after engaging in messy play. They confidently share their understanding of why they need to do this "to wash away the germs and so I don't get any bugs in my tummy". Children are set excellent examples by staff who are meticulous in washing their own hands and use anti bacterial gel for added protection. They diligently clean the tables before and after meal times. If children are involved in an accident or become unwell their needs are expertly cared for by staff who have training in first aid including additional training for administering an Epi pen. Effective medication policies are in place ensuring medication is stored and administered safely.

Children develop excellent attitudes towards healthy eating as they confidently make their choices from the broad range of nourishing snacks available. There is a clear emphasis placed on providing fresh fruit and vegetables which is attractively presented to children. Effective arrangement are in place which allow children to decide when they are hungry or thirsty as they are invited to help themselves to a snack throughout the morning. They make independent choices about what, and how much they wish to eat and are becoming skilled at pouring their own water. Staff are effective in monitoring children's drink and food intake to ensure no children are hungry or thirsty. Staff are exceptionally skilled as they support children's discussion about how eating good food will make them grow bigger and stronger and help them remain healthy. A recent visit from the dentist has promoted children's understanding about the importance of brushing their teeth regularly and how eating healthy foods helps keep teeth strong. One child reminds another of this at lunch time as they eat a chocolate dessert from their packed lunch box saying " chocolate is not good for you or your teeth."

Children make very effective use of the wonderful outdoor area. The stimulating and well equipped garden promotes children's overall development. Their physical development is extended as they engage in much energetic play. For example, as they climb, run, balance, ride bikes manoeuvring safely around objects and their peers. They delight as they dig in the soil looking for worms. Children's fine motor skills are developing as they use brush strokes to paint pictures in the garden. They learn about the effect activity has on their hearts, as staff are highly skilled in extending children's learn through first hand experiences. For example, a member of staff talks to the children as they prepare to go into the garden on a chilly day, how they going to keep warm, a child replies "by exercising". Children are then asked to jump up and down and the member of staff asks them what is happening to their heart another child replies "its pumping a lot". So they discover that through exercise their heart pumps faster which helps keep them warm. Children know that exercise makes them thirsty and they help themselves to drinks which are readily accessible in the garden. One child explains "you have to drink water otherwise you will get dehydrated".

As a result of excellent practice followed by staff, children learn the important links between healthy eating, exercise, and engaging in personal care routines to maintain their health and wellbeing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for very well in a clean, secure and well maintained environment which stimulates their interests. Children move freely and explore with confidence because high priority is given to their safety. The environment is highly organised and well thought out to enable children to independently make informed choices. As a result, children have easy access to an extensive, stimulating and interesting range of appropriate well maintained toys and resources. These are attractively presented in dedicated areas which they move between freely and confidently. The nursery is very well resourced and equipped to reinforce a child centred approach. Much consideration has been given to promoting a secure sense of belonging for the children as attractive displays of children's work, posters, photographs of staff and children's family members are displayed throughout the nursery.

Staff are extremely vigilant and ensure there is always a high ratio of adults to the number of children to allow them to be supervised effectively at all times. Very good security arrangements are in place to safeguard children, which include written procedures for answering the door and use of a visitors book. The use of detailed risk assessments ensure activities, premises and equipment are checked for safety and necessary steps are taken to reduce any identified risks. However, the storage of packed lunches poses potential health and safety risks to children, in as much as perishable foods are not always stored at an appropriate temperature. Children are developing an understanding about personal safety, stranger danger and how to behave appropriately when on outings through the effective role modelling of staff and the role of the local community police officer who visits the nursery. Children know what to do if they need to evacuate the setting in an emergency as fire drills are practised regularly, and understand the need to clearly respond to their name when the register is taken. A child explains "we must answer when our name is called out in case there is a fire so staff know we are here."

Children are further protected by staff who have a clear understanding of their duties in safeguarding children. Senior staff take a lead role for child protection and there is a comprehensive procedure in place to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children are having a wonderful time at this nursery. The environment is very calm and homely as play rooms are set out over the ground floor of two residential properties. Children are able to make choices in their play and move confidently between the different dedicated areas such as, a quiet/sensory room, a creative room or the play room. The highly effective organisation of these areas attracts and invites children to play. Many are very confident in self-initiating their play, although adults are always nearby to guide, encourage and support them. Children are enjoying lovely learning opportunities as they play in or outdoors, although the freedom to make choices when they wish to play outside is restricted. This is in part due to restrictions because the nursery is situated within a highly residential area. Staff have sound knowledge and understanding of the Birth to three matters framework, which supports children in their earliest years. Children have close relationships with all staff, and are secure in the care of their

individual key worker who is responsible for coordinating and monitoring their care and development. All children enjoy a dedicated time each day spent in their key worker group. Here they have time to discuss their views and opinions and be involved in a focused group activity. They enjoy small group story times, and staff use story bags with props to capture the children's interest.

Nursery education.

The quality of teaching and learning is good. Children have extremely positive attitudes towards learning; they are very motivated and highly involved in activities throughout the day. Staff have very good knowledge and understanding of the Foundation Stage of learning. Children benefit greatly because staff plan and implement a very stimulating, vibrant and exciting curriculum. Systems for monitoring children's achievements, learning and development are thorough and these are used to securely plan the next steps for their individual learning. Planning is completed weekly and is used flexibly to build on children's natural interests or reinforce their learning in a different way. Staff use a very good range of teaching methods, such as open-ended questioning, to encourage children to think, demonstrating different ways of approaching tasks, such as allowing the children to decide when to add the various ingredients when making dough. Children are eager to explore, are curious and persist at activities for considerable periods of time. Activities encompass all areas of learning, for example, making dough includes an understanding of maths as they fill up a jug of water and talk about how full it is, finding various numbers on the side of the measuring jug; they develop their language as they talk about the feel of the dough being squashy, runny and gooey. Their physical development is promoted as they use their hands and spoons to stir and mix the dough demonstrating dexterity as they pour the water from the jug. Children cooperate well together sharing, taking turns and they use their creativity as they decide the texture of the dough; they develop knowledge and understanding of changes to properties as the dough changes from runny to doughy. The children have enormous fun as they play with the dough and when the member of staff introduces food colouring she asks them to smell it and a child says "mm it smells of strawberries." As they add this to their bowls the colour of the dough changes. The highly skilled member of staff extends their learning by asking them if they can remember what happens when red and white are mixed together, children confidently reply "it makes pink". One child says "oh mines light pink".

Children have very good opportunities to develop their early reading and writing skills; they show a great interest in books as staff encourage and promote children's interest in these. For example by the use of story bags and props, and through the introduction of fiction and non fiction books. Children are encouraged to write their own stories as staff explain what an author and illustrator is and what the blurb is on the back of the book. There are lovely opportunities for children to mark make and some children can confidently write some letters of their name. Wonderful labelling around the nursery in a variety of different languages helps children to understand and recognises differences in writing. They have some opportunities for developing skills in using computers and information technology, but children would benefit from greater accessibility. While they have a stimulating, interesting garden to play in this is only accessible at certain times of the day. However, when children play outside they have a wonderful time as they ride bikes manoeuvring around objects and each other, play in an extremely large covered sand pit, or dig for worms in the soil. They are fascinated as they dig deeper and deeper looking for worms.

Although staff do provide some adult-led learning and activities, for most of the time children's play is self-initiated as they decide where and what to play with. Staff provide an extremely

rich learning environment in which children have exceptionally good learning opportunities available to them and above all they are having fun.

Helping children make a positive contribution

The provision is outstanding.

Children are helped to grow extremely confident and independent. They receive excellent individual care because their needs and circumstances are so well known and understood by staff. This is because there is a highly effective key worker system in place and secondly by the warmth and care provided by the staff. An effective induction process means that staff have excellent information about the child's individual needs and starting points as they take time to discuss this with the parent, this continues very effectively throughout the child's time at the nursery. Wonderful family photographs displayed help children to develop a sense of belonging and to understand that everybody is valued and respected. The nursery is strongly committed to inclusion and staff working closely with parents and outside professionals.

Children are given excellent support in learning to value the different cultures and abilities of others because this is well thought out in every aspect of the nursery. They have extensive opportunities to learn about the world around them through displays, resources and by participating in activities. For example, parents come and share how they celebrate a faith festival. The interest table reflects the celebration of the recent Chinese New Year. Here children have the opportunities to explore different cultural foods and other ways of eating as they try using chop sticks. Links with the local community are promoted as the nursery invites different members of the community to share their knowledge and experience with the children. For example, the community dentist, nurse, local librarian, community police officer have all visited the nursery, and a visit has been planned for adults to come and talk to the children about recycling.

Children's behaviour is exceptionally good. This is aided by the very effective role modelling the staff provide. They use calm voices, encourage discussion about how to behave and consistently provide clear message of expected behaviour. Children show great care and concern. For example, a child moves over on her chair at snack time and says to a member of staff "I've made a space for you to sit next to me". Children are frequently praised, for both effort and achievement. Written rules are displayed which children are familiar with as they are gently reminded of these through everyday activities and routines. Staff are skilled in using different approaches to managing behaviour very positively. For instance, two children playing with constructional equipment start to become boisterous and noise levels increase as they bang the equipment around in the storage container. The member of staff quickly and positively responds to the situation by asking the children if they can find other objects around the nursery which also make noises. A number of children are fascinated as they all become involved in this activity. This is extended well as children are encouraged to talk about the different noises the objects make. This positive approach develops children's self esteem and confidence. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. It contributes significantly to the children's well-being and enriches their time at the nursery. The highly effective settling in procedure ensures that children and their parents can experience the nursery in full at first hand over a gradual period. In addition, the comprehensive parents pack ensures parents have an accurate understanding about the planning methods in place, for example, Birth to three matters framework and Foundation Stage. Parents are able to participate fully in their child's learning and notice boards and regular feedback ensures parents are made aware of how children spend

their time at nursery. Children's developmental records and assessments are shared with parents at the three monthly programmed parent consultation meetings. Here parents are involved in agreeing the next targets in their children's learning. Parents comment they are very happy with the care and learning their children receive they attribute much of their learning to the nursery. For example, one parent comments that they are amazed at the words their child knows and understands as they talk about hibernation and dehydration. Children benefit greatly because they know that their parents are actively involved in their care and education.

Organisation

The organisation is good.

This nursery is extremely well organised because the proprietor and manager have a very clear understanding of their roles and responsibilities. They have a clear vision for the nursery and their sound leadership qualities inspires the staff team in providing a stimulating, exciting environment where children are put first. Rigorous recruitment procedures are in place which means children are cared for by suitably checked adults; and sound, comprehensive policies, procedures and risk assessment further add to safeguarding and protecting children. Children benefit greatly from the staff's enthusiasm and commitment to making continuous improvements in the quality of care and education they provide. For example, the setting has developed positive links with the local schools to help children with a smooth transition from nursery to school. Reception teachers are invited to visit the children in their familiar nursery environment, prior to their entry into school.

The leadership and management for nursery education is good. The management team provide a range of exceptionally high quality toys and resources to promote a vibrant and stimulating environment. This enables staff to provide exciting learning experiences and challenges for children where they have fun and make very good progress in their learning. Very secure systems are in place to monitor the quality of teaching through staff appraisals, meetings and the manager working alongside the staff while observing their practice. However, while staff are provided with support there are no formal arrangements in place for staff supervision.

Staff have a very sound knowledge and understanding of the National Standards, Foundation Stage of learning and Birth to three matters framework, which they are committed to applying throughout the nursery. They have opportunities to extend their learning and knowledge through very good training opportunities. Staff work together harmoniously; they are professional, motivated and dedicated. Children are having a wonderful time as they learn through play. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the following recommendations were made; ensure all parents give written consent for emergency medical treatment; ensure the accident book is signed by parents; ensure written permission is given by parents before children are taken on outings and the child protection policy to be updated in relation to an allegation being made against a member of staff.

Consent forms for seeking emergency medical treatment and outings are now in place and completed by all parents at the start of the placement. The accident book records all the necessary details, and the child protection policy has been updated to include a statement regarding procedures to follow in the event of an allegation being made against a member of staff. As a result children are better protected and safeguarded.

Complaints since the last inspection

Since 1 April 2004 Ofsted have received two complaints relating to National Standard 1- Suitable person, and National Standard 2- Organisation, National Standard 3- Enjoying and achieving and National Standard 7-Health.

The first complaint raised concerns in relation to staff recruitment, adult:child ratios, children's play, and the absence of food hygiene certificates. Ofsted undertook an unannounced visit to the provider to investigate the concerns. Following this visit, one action was set under National Standard 1 - Suitable person. A satisfactory response was received from the provider confirming the action had been met in relation to putting suitable recruitment procedures in place. The provider remained qualified for registration.

The second complaint raised concerns in relation to adult:child ratios not being maintained, lack of training for staff, and an unsuitable person sometimes acting as manager. Ofsted carried out an unannounced visit to the provider to investigate the concerns. No evidence was found that that adult: child ratios were not being maintained, staff received suitable training, and no unsuitable person was acting as manager. However, at the visit it was found that the manager was not fully qualified and there were children attending whose ages were outside those required by the certificate of registration. As a result two actions were set under National Standard 1. A satisfactory response was received from the provider confirming these actions had been met. The provider remained qualified for registration.

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.

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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):

- ensure perishable foods are stored safely in line with environmental health regulation
- consider formalising the arrangements for staff supervision
- develop the arrangements to allow children greater choice in playing indoors or outside (also applies to nursery education)

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):

- provide children with greater accessibility to computers and information technology.

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