

Jumping Jacks Private Day Nursery

Inspection report for early years provision

Unique Reference Number	323018
Inspection date	02 October 2007
Inspector	Deborah Unsworth
Setting Address	34 Ullswater Road, Golborne, Greater Manchester, WA3 3EY
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Registered person	Beverley Stradins
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory. 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 Jack's Day Nursery opened in 1998. It operates from a two story purpose built nursery premises located in the Golbourne district of Wigan. The nursery serves the local area of Golbourne, and beyond.

The setting may care for a maximum of 55 children at any one time. There are currently 82 children on roll, including 20 in receipt of nursery education funding. Children attend for a variety of sessions. The setting supports two children with learning difficulties and disabilities.

The nursery opens for 51 weeks of the year, Monday to Friday, from 07.30 until 18.00.

There are 22 members of staff employed to work with the children of whom 21 hold an appropriate early years qualification. The setting receives advice and curriculum support from the early years advisory teams within the borough.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises and equipment are maintained to a good state of cleanliness and repair, which helps to promote children's good health. Children understand the importance of personal hygiene and staying healthy through daily routines as they independently wash their hands after using the toilet and get tissues to wipe their own noses. Pictorial images and signs are displayed in bathrooms to remind children to wash their hands. Children are protected from infection through good hygiene routines which are clearly established and consistently followed by staff. For example, tables and surfaces are cleaned with anti-bacterial spray and staff wear disposable gloves and aprons when changing children's nappies. Suitable procedures for recording accidents, administering medication and sick children are understood by staff and are effective. Consequently children are protected.

Children enjoy regular meals, snacks and drinks, which include breakfast, lunch and tea. These meals are balanced, nutritious and generally made with fresh produce. As a result, children's growth and development is promoted. Children learn about foods and the importance of keeping healthy through planned activities. For example, they make smoothies with fresh fruit and talk about the 'healthy' and 'unhealthy' foods in 'The Hungry Caterpillar' story. Babies individual eating needs and habits are met and their feeding routines followed. For example, their lunch is either liquidised, mashed or chopped and bottles are given according to need. Children and babies eat at their own pace. Staff chat to young babies when feeding, giving lots of eye contact and encouragement. Staff consult with parents about children's dietary requirements and make sure all staff are aware of their needs, which ensures children remain healthy.

Children frequently benefit from fresh air and exercise as they access the recently developed outdoor play area. They clearly enjoy playing outside and develop their physical skills, for example, they play on the new climbing apparatus and slide, manoeuvre bikes skilfully, play ring games and practise rolling over on the soft play surface. Good outdoor planning for the older children ensures that activities are purposeful and they are set challenges. In addition older children benefit greatly from weekly swimming sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, bright and welcoming environment. They are warmly greeted by staff as they arrive each morning and have their own space for their coats and personal belongings. Lots of children's art work and photographs attractively displayed around the nursery gives children a sense of belonging. Generally the playrooms are arranged appropriately to provide different areas for rest, play and meals. Non-mobile babies play in their own comfortable room. They relax on the colourful cushions, listen to soft music, look at themselves in the low level mirrors and enjoy looking up at the mobiles hanging from the ceiling.

In the main the nursery has a suitable range of toys and equipment to promote all areas of children's development. These are generally in good condition and safe. Most resources in the pre-school are well organised and clearly labelled which enables children to access them freely and make confident choices about what they want to do. However, the organisation of the toddler rooms with regard to access to resources is limited. Low level draws are not labelled, they are sometimes difficult to open and children are not encouraged to help themselves.

Generally children play with toys and equipment that are set out by staff as they are more accessible.

Overall there are good systems for keeping children safe and secure. Access to the building is managed through a member of staff greeting visitors in the entrance each day, keypad security on the front door and CCTV. However, security is compromised as a side door is left unlocked and unsupervised at times during the day. Risk assessments are conducted, recorded and action taken when needed. Staff regularly undertake evacuation drills which ensures children understand what is expected of them in the event of an emergency. Children have good opportunities to learn the importance of keeping safe through planned activities and everyday routines. For example, visitors, such as the police, fire fighters and ambulance service visit to talk about road safety, keeping safe and the dangers of fire.

The protection of children is maintained as staff have a sound knowledge and understanding of child protection issues. They are aware of their roles and understand the procedures they must follow if they suspect abuse or neglect. A written statement for safeguarding children is in place. However, it does not include procedures to take if an allegation is made against a member of staff. Some staff have attended child protection training and a nominated member of staff takes responsibility for liaison with child protection agencies.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled. They benefit from the good relationships with staff who are caring and sensitive towards their needs. Staff listen and value what children say. They encourage conversation in most activities, asking questions to encourage children to think and make connections. Children develop concentration as they enjoy 'tipping' and 'pouring' whilst playing in the water.

Babies have sound opportunities to delight in sensory exploration using all their senses. They become aware of the different textures and colours as they access paint, sand, water, pasta, rice and natural materials. With good support from staff babies enjoy painting with their fingers and touching the shiny, colourful fabrics. They develop communication skills as staff respond to their gestures and babbling, talking to them as they play.

Staff are familiar with the 'Birth to three matters' framework and use it to plan some activities for younger children. However, weekly play plans do not link to the 'Birth to three matters' framework and staff plan what children will do rather than what they will learn. Therefore activities are not always planned to meet the individual needs of the children and some staff are not aware of the purpose of activities. As a result toddlers are not always fully engaged and at times become bored. Planning for outdoor play is limited for younger children so activities in the main tend to be spontaneous. As a consequence there are missed opportunities for children's learning to take place outside. Older children who attend before school have their own space to play. They are able to make choices of what they want to do in the pre-school room and are then safely escorted to school.

Nursery Education

The quality of teaching and learning is good. Children make good strides in their learning as staff have a good understanding of the Foundation Stage curriculum. Staff observe and assess all aspects of children's development and learning regularly and evaluate planned activities.

They draw on these observations and assessments to extend activities and plan what children need to learn next. As a result staff provide children with a stimulating, broad and balanced curriculum which meets their individual needs and interests. Staff get involved with the children, they are lively and attentive, asking challenging questions, such as 'Where does snow come from?' As a result children have a positive attitude to learning, they are motivated and show interest in activities, concentrating for long periods of time.

Continuous provision is in place to support children's independent learning. Children make confident choices as they plan what they want to do and easily access resources. They enjoy good friendships with each other. For example, children work well together to complete the large jigsaw, another shouts over to his friend 'come over here and play with us.' Children are confident speakers as they talk about their families, ask questions and express their wishes clearly. They know that print carries meaning as one child asks 'What are you writing?' Children enjoy practicing their writing skills in the well resourced writing area and in their writing books. They listen well at story time. However, children rarely visit the book area independently as it is not inviting.

Children count and calculate in everyday activities and through singing rhymes. They learn about shape and size as they make a model of the 'Eiffel Tower' and compare who has made the biggest. Children measure out ingredients when baking and explore mathematical concepts, such as full and empty when playing in the water. They have very good opportunities to investigate to find out more. For example, they make 'slush drinks' when exploring ice. Children go on 'bug hunts' and handle insects carefully, they learn about the life cycle of butterflies and harvest potatoes to eat. Children develop good skills in using technology as they use the computer, cassette recorder, telephones and remote control cars.

Children's fine motor skills are developing well as they use pencils, paintbrushes, scissors, construction and malleable materials safely and with good control. They enjoy playing in the role play area. However, the lack of resources in this area means children become bored after a while and move on. Children experience an environment where creativity is valued as their work is beautifully displayed around the room. They have good opportunities to express themselves in art as they have daily access to a painting and chalk easel. Children learn about colour, texture and shape in two and three dimensions as they use junk boxes, glue, paint and collage materials to make their models.

Helping children make a positive contribution

The provision is good.

Individual children are treated with respect. Their individual needs are known because staff discuss and record information about each child's needs on entry to the setting. For example, they ensure daily rest and eating routines for babies are influenced by those already established at home. Children are learning to appreciate different cultures and religions through activities and lively discussions. For example, they celebrate different festivals, such as Divali, Christmas and Chinese New Year. Visitors share with children their own interesting experiences and articles from their homeland and children dress up in different cultural costumes. Children do topics on 'Around The World' and taste different foods. For example, older children help to make a stir fry and attempt to use chop sticks.

Children with disabilities and learning difficulties are supported very well. The staff work closely with parents and other agencies to ensure children's needs are met and that they are fully included in the life of the nursery. A comprehensive special needs policy, good recording systems

and an nominated 'special educational needs coordinator' ensures that the care of each child is good.

Children are generally well behaved. Staff give plenty of praise and support for their efforts and achievements. As a reward for being good children receive stickers and stamps. Photographs show older children receiving medals for being 'brilliant!' Staff act as good role models, showing respect and consideration for children and each other. As a result children use manners, are kind and learn to play happily together. Older children take great delight in reminding each other and visitors of the 'rules in pre-school', such as, no running inside, sharing toys and that only four children can play in the sand at any one time. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents find the staff approachable, caring and helpful. Staff share information with parents about current topics and how their children are progressing through notices, daily discussion, children's development records, photographs and the sharing of children's work. They complete daily diaries for parents detailing activities children have been involved in and their sleep, feeding and nappy changing routines. Parents welcome the 'parents' evenings' as a method of exchanging information about their child's achievements. Nursery funded children receive detailed newsletters outlining current topics. They benefit from their parents active involvement in their learning as they take activities home to complete. Children bring things from home relating to topics, such as souvenirs from their holidays and photographs of themselves as babies. This clearly links learning to home. Parents get some verbal information about the Foundation Stage curriculum, however, written information is limited.

Organisation

The organisation is satisfactory.

Children benefit from a generally well organised environment where consistent routines help children to feel safe and secure. Appropriate recruitment and vetting procedures and a sufficient induction for new staff help to ensure children are safe and cared for by suitable adults. Children benefit from a consistent staff team who are mostly qualified and generally work well together. Staff are aware of their roles and responsibilities and are deployed effectively to ensure the setting is within required ratio's and that children receive an appropriate level of support. Appraisals, regular meetings and good access to training ensures that staff are well supported in their professional development.

The setting has an operational plan which includes most relevant policies and procedures. These safeguard children's welfare and are applied to ensure the service operates smoothly and efficiently. Suitable records of children's attendance are maintained. Staff and visitors record their time of arrival and departure. However, staff do not record when they leave the premises at lunch or break times.

Leadership and management of the nursery education are good. The management team act as good role models. They take an active role in the nursery and lead by example, influencing and motivating staff. Staff review the quality of their provision, practice and children's progress particularly well with the older children. They are mostly aware of strengths and weaknesses and implement advice and support received from the local authority. Staff show a strong commitment to developing their knowledge and improving practice through accessing regular training. They demonstrate a very good attitude to continual improvement, to further raise the quality of care and education.

Overall, the provision meets the needs of the range of children for whom it provides

Improvements since the last inspection

At the last care inspection the setting were asked to raise staff's knowledge and awareness of equality of opportunity and to update policies for sick children and child protection. Since the last inspection staff have attended training on equality and this is discussed at staff meetings. Staff now provide very good opportunities for children to learn about other cultures and beliefs as they celebrate a wide range of festivals and learn about other countries and their traditions through planned topics, such as 'Around the world'. The sick child policy has been updated to include more detail. It is now clear and protects children from risk of illness and infection. Finally, the child protection policy has been partially updated to ensure children are safeguarded. However, it does not include procedures to follow in the event of an allegation being made against a member of staff. This has been raised as a recommendation at this inspection.

At the last nursery education inspection the setting were asked to: improve planning for indoors and outdoors; to further promote children's independence and to increase staff involvement in children's role play both inside and outside. Staff have made very good progress addressing planning for indoors and out. They now make good use of the stepping stones as a basis for planning children's learning. As a consequence children's individual learning needs are met and they make good progress. Children now develop their independence at snack time as they serve themselves and help to tidy up. They extend their language skills in role play as staff ask questions and encourage language as they join in the play.

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.

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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):

- include procedures to take in the event of an allegation being made against a member of staff in the safeguarding children policy
- ensure security of the premises at all times

- improve the organisation and accessibility of play materials in the toddler rooms so that children can make choices and extend their play freely
- develop indoor and outdoor planning for children under three years to ensure staff make best use of resources, activities promote learning for all children and meet their individual needs
- ensure at all times staff record times when they leave and enter the premises.

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):

- review the book area and role play area to make them more inviting to children
- provide written information for parents 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