

Jumping Jacks Day Nursery

Inspection report for early years provision

Unique Reference Number	EY360483
Inspection date	08 May 2008
Inspector	Diane Ashplant
Setting Address	6 Balaclava Road, Kings Heath, Birmingham, B14 7SG
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Registered person	Jackie Davinder Phull
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 Day Nursery opened in 2007. It is one of two privately owned nurseries situated in the Kings Heath area of Birmingham and operates from both floors of premises which are set in a residential area close to local shops, a park and other facilities. A maximum of 27 children may attend the nursery at any one time. The nursery opens every weekday from 07.30 to 18.00 all year round except for bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from nine months to four years on roll. Of these, four children receive funding for early education. Children attend for a variety of sessions and come from the local area. The nursery currently supports children who speak English as an additional language.

There are currently eight staff who work with the children, of whom most hold an appropriate childcare qualification with the remainder working towards one.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted through good space to move around within the rooms and access to different play equipment to develop crawling and early walking skills. Children have access to the garden where they have a range of toys to develop their co-ordination and physical skills. They play movement games and also regularly go out for walks in the fresh air to such places as the shops and the park. Older children really enjoy the weekly yoga session where they practise different stretches and exercises and generally have fun. Children are cared for in a clean and hygienic environment where staff carry out all the necessary daily cleaning routines on an ongoing basis and these are recorded. Children are learning to promote their health through the daily routine as they wash their hands before eating and also brush their teeth after lunch. Staff talk to them about the benefits of this so that children understand why it protects their health. Staff ensure children are protected from cross-infection by carrying out thorough nappy changing routines where they routinely wear gloves and aprons. Children's health is protected in the event of an accident or illness as several staff have current first aid certificates and there are clear procedures for the administration of medication and the recording of these as well as accidents. Parents are given information about infectious diseases and are also clearly informed of any outbreak which may affect children's health.

Children have a balanced menu of food which is cooked on the premises and provides a suitable range of different foods. Children have regular healthy snacks, such as fresh fruit and vegetables which the older ones can access independently when they wish. Children have regular drinks to keep them hydrated and the older children have access to fresh drinking water at all times. Babies' routines are discussed carefully with parents and displayed so that all staff are aware of these and can follow them properly. Several staff hold food hygiene certificates and there are suitable systems for storing and preparing food and monitoring temperatures. Children sit around the table for meal times and food is distributed to them as required although their choice of cutlery does not fully encourage the development of their independence skills. Children have lots of opportunities for food-related activities, such as making strawberry milkshakes and fresh fruit salad which helps them to experience different tastes and develop an interest in food. Staff are aware that some children have individual dietary needs and these are discussed carefully with parents at registration.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment where staff are aware of hazards and have taken appropriate action in most cases to reduce these so that children are safe. However, the presence of old equipment outside in the garden which is damaged and collecting water causes a risk and may compromise children's safety. Children themselves are learning about personal safety as they are reminded by staff to walk and not run and not to jump down the stairs. Older children are asked to think about how they would keep themselves safe and are regularly reminded when outside about safe walking and crossing of roads. There is a full risk assessment in place which thoroughly covers, for example, events like outings to ensure all safety precautions are in place. Children take part in regular fire drills so they practise how to evacuate quickly and staff know the routines well, clearly recognising that a fire could start from different places. All toys and equipment are chosen with regard to safety and suitability and set out in low storage units or on the floor so children can make independent play choices. All staff are aware

of the procedures which are clearly documented for keeping children safe and the nursery has efficient systems for ensuring the premises are secure.

Children's welfare is well protected as staff are aware of signs and symptoms of possible abuse and know to pass on significant concerns appropriately. There is a full and comprehensive policy which is shared with parents as well as other information displayed around the nursery. Staff are aware of safeguarding procedures, such as supervising children around other adults and ensuring children are only collected by known persons.

Helping children achieve well and enjoy what they do

The provision is good.

Children are welcomed into this bright and attractive nursery by staff who know them well. The nursery is decorated with lots of displays of children's work and the rooms are set out with a range of appropriate and interesting resources. This encourages children to enter and engage. The staff provide children with a range of different opportunities to extend their interest and development and the day offers a balance of free play and more structured activities. The babies are cared for in a comfortable environment where staff are caring and attentive and respond to them with smiles and encouragement. They are able to select from different toys set out for easy access and are able to extend their creativity as they use musical toys and explore their senses through, for example, painting with their hands and feet or playing with cornflour. The older children enjoy a range of experiences and benefit from easy access to the outside area where they can extend their activities. The room is set out to provide a balance of resources and more adult-led activities, such as making strawberry milkshakes provides new experiences for them to develop all their senses and watch how things change. Staff make regular observations and evaluations to make sure that these activities are effective and use the children's responses to extend these situations in different ways. Staff regularly talk to and engage children to develop their thinking and offer a range of play choices both in and outside. Staff do have a basic plan for the day which encourages children in all areas of development and they stimulate children's interest through discussion and questions. All children's progress is monitored and this is shared with parents. Children also have regular trips outside the nursery which gives them real experiences to enjoy.

The quality of teaching and learning is good. The staff responsible for the Foundation Stage have a good understanding of how young children learn and use their natural enthusiasm and professional skills to make the day interesting and fun for them. The learning environment is set up to offer children different areas of opportunity which they can access as they choose, selecting some free play and some which have more adult involvement. Staff support children effectively in their choices, engaging and making suggestions as appropriate or allowing them to explore freely. Staff use their knowledge to engage and inspire children, sharing together as they explore the sand or make their way around computer games. Children know the routine well and respond to this effectively, enthusiastically joining in at circle time or listening to instructions before going down to lunch or on a trip to the park. Staff have a planned programme but allow children to make choices and lead the activities in the way they want which means children are not restricted. They effectively enable children to express their thoughts about activities through such means as the smiley and sad faces so staff can adapt these accordingly. Staff are skilled at maximising the opportunities which arise through the day to develop children's learning in all areas, such as the trip to the park which encompasses lots of lively discussion about nature, the colours and shapes they see around them and the different aspects of their local community. The curriculum is regularly evaluated to ensure that activities are successful in promoting children's development and enjoyment. Children's progress is monitored through

regular observations and evaluations which identify how successful these are. Although these do show that children are making progress, they do not always effectively link to the planning and so identify the next steps for individual children which may mean that not all children are appropriately challenged or supported.

Children talk with confidence and engage freely in conversation with their companions and the staff who involve them in dialogue throughout the day. Children listen well at circle time as they discuss what is planned for the day and what their choices are. They are encouraged to be alert to the everyday sounds around them and show an interest in books as they listen to stories or select their own. Children are beginning to recognise their own names, for example, as they select their own named placements although their opportunities to use a range of utensils to make marks and practise early writing skills are rather limited. Children have lots of opportunities to express themselves as they explore the feel of sand and water and make creative designs from many different materials. They enjoy music and movement and mirror adult roles as they use the role play area and dress up in different clothes. They have a good range of resources for problem solving, such as puzzles, construction and threading and learn how things sink and float as they play with the water. Staff use all opportunities well throughout the daily routine to encourage number and shape recognition and help children notice what is around them. For example, children enjoy looking at patterns and sizes as they pair up socks or look at the door numbers and different shapes as they walk to the park. Children work harmoniously together as they respond well to the routine and sit attentively at circle time, walk sensibly outside and take turns and share resources. They confidently select their own resources and work happily on their own or within a group and are developing social skills as they help themselves to snack, make their own sandwiches and decide what clothes they need to wear when going outside. Children are given lots of opportunities to express themselves and develop their own opinions as staff regularly engage them in conversation and listen and respect their ideas and thoughts. This makes them feel valued. They benefit greatly from the nursery's central position within the community as staff take frequent trips out, for example, to the shops to buy fruit or to learn about eyes as they visit the local opticians. Children are learning how things work as they have easy access to the computer and other programmable toys and are beginning to wonder at nature as they grow seeds and look at the plants, animals and trees around. The children are happy, engaged and interested as the staff respond well to them and instil in them a love of learning new things and noticing the world around them.

Helping children make a positive contribution

The provision is good.

Children are welcomed into an attractive environment where lots of their work is displayed around to help them engage and settle. All children have their own key worker who talks with the parents and gains all necessary information about each child from the start. The initial review enables parents and staff to discuss how the children are settling in and what they are interested in. Children are valued as individuals and encouraged to share information about their home and their families as they talk to staff. Family photos are displayed around to offer familiar and comforting images as they settle in. Babies' initial routines are discussed carefully with parents at the start and these are displayed and followed to help children settle well. Children are able to access a range of appropriate toys which are stored at low levels to encourage independent choices. These and displays around the nursery reflect the diversity of the wider world. Children have a good opportunities to enjoy real experiences, such as the visit from the yoga teacher and regularly take trips around the local community. For example, they go to the shops to choose fruit to make a fruit salad or visit the park, noting all that is around

them as they go. Children are learning about different cultures as they celebrate festivals, such as Divali through craft activities and trying different foods. They all enjoyed the visitor who shared songs and music as they learnt about the festival of Vasakhi. Staff are aware that some children have specific needs and although the nursery currently has no children attending, the manager and some staff are experienced and trained to support all children. They have established good links with local professionals and support agencies and know to liaise closely with parents to help each child feel fully included.

Children's behaviour is good and staff are responsive and alert to children as individuals and constantly involve them in conversation, seeking out their thoughts and choices. Staff provide good role models and listen well to the children, allowing them time to talk and engage and also respect their individual choices within the group. Children are learning to develop their social skills as they share toys, take turns and have some opportunities to develop independent skills. Staff respond well to the children, offering lots of positive encouragement and praise. Children's work and effort is valued and staff display their work around the nursery and capture their activities through many photos. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents works well and staff are friendly and approachable enabling parents to feel able to talk whenever they wish. All information is shared effectively at registration and an easy and flexible settling-in time allows parent and child to settle in at their own pace. The parent prospectus explains all the operational procedures of the nursery and how children's time is spent during the day. Useful and varied information is displayed on the different notice boards around the nursery and regular newsletters share any relevant information, such as the month's planned trips and topics. Parents discuss their child's day with the staff and receive a written daily report to explain what has taken place. There is a library for taking books home to share with the family which helps the link between parents and their children's learning. Parents are able to see their children's folders at any time and a parent meeting has been planned to enable staff and parents to discuss their children on a more formal basis. Parents are invited to share their thoughts and opinions about the nursery through regular questionnaires.

Partnership with parents and carers of funded children is good. Parents are given lots of clear and comprehensive information about the Foundation Stage and the curriculum in the prospectus and this includes initiatives planned for the future. The medium and long term plans are displayed and the daily programme shows the links to the areas of learning. Various different photographic displays with staff comments effectively show what children have been doing and learning. Parents are invited to discuss their children's progress at any time and are able to look at their work and progress folders and discuss staff plans for their progress. The parent meeting provides further discussion about each child with the key worker so they can agree their next steps so both parents and staff are working together to support the child. Parents are also invited to the weekly surgery where they can observe their child at play and share in the daily programme.

Organisation

The organisation is good.

The nursery has settled well and established itself as part of the local community and offers a child-orientated provision for children. The day is well organised to provide children with a range of different play and learning experiences, which includes regular trips out into the community. Staff work well as a group and provide an enthusiastic and responsive team who know their children well. There are sound selection and recruitment systems in place to ensure

the suitability of those who work with the children and ongoing professional development is supported by regular appraisal and training opportunities. Staff work well together and provide a happy and supportive group and have regular meetings to share ideas. The owner plays an active role within the setting which means she is able to get to know the children and staff well and offer support and monitor practice as appropriate. All the required documentation for the efficient and safe management of the nursery is in place and this is regularly reviewed to make sure it is up-to-date. All staff and children's files are well maintained and all parental consents are in place. Most of the daily records are well maintained as staff understand the importance of these. However, the recording of staff's attendance does not efficiently demonstrate who is in the building at all times which could compromise children's well-being. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management for nursery education is good. The staff responsible for the Foundation Stage offer an enthusiastic and committed service to the children in their care and keep their knowledge and practice up-to-date by attending relevant training. They also use this effectively to review and develop their practice for the benefit of the children. They continually discuss and plan their curriculum offering children a range of different experiences to challenge and inspire them and which they also enjoy. They also involve the children regularly through discussion and allow their views and choices to play a part in the planning of the day. The curriculum is regularly reviewed and evaluated to ensure it is effective and the owner also liaises with the staff on a regular basis to discuss and debate practices. Parents' views are valued as they are invited to make comments on the education of their children.

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 by 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):

- review the risk assessment to ensure equipment in the outside play area is safe and suitable
- review the system of registering staff's attendance to ensure it shows hours of attendance on a daily basis.

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):

- develop the opportunities for children to practise mark-making and early writing skills
- continue to develop the systems for observing and assessing children's progress to link with the planning of their next steps to ensure individual children are effectively supported and challenged.

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