

Jumping Jacks at St Andrews School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

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

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

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

Description of the setting

Jumping Jacks at Saint Andrews School opened 2009 and operates from two buildings on the Walmsley House site within Saint Andrews School, Bedford. A low step to the main entrance means that the premises are accessible. Children have access to an enclosed outdoor play area. The nursery is open each weekday throughout the year from 07:30 to 18:30 with the exception of the Christmas period.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 86 children may attend the nursery at any one time. There are currently 52 children aged from six months to four years on roll. The setting also makes provision for children older than the early years age group which is registered on the compulsory part of the Childcare Register. However, although the facilities are available no care is currently provided to children older than the early years age group. This report does not include an evaluation of that provision, but does include the provider's confirmation of compliance with the requirements of the Childcare Register at the end of the report.

There are nine members of staff, six of whom hold appropriate early years qualifications to at least NVQ Level 2. The manager holds a Level 4 qualification and the setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Exceptionally well developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with great success. Children are safe and secure at all times and enjoy learning about their local area and the world around them through a creative range of fully inclusive activities. The partnership with parents and the integration within the setting is a key strength and this contributes significantly to ensuring that the needs of all children are extremely well met and they get any additional support they need. This means that children make rapid progress, given their age, ability and starting points. The highly motivated and professional management and staff team have fully embraced an effective system for self-evaluation that ensures the significant areas of strength within the setting are recognised and celebrated and that well-targeted plans for future development are identified and implemented.

What steps need to be taken to improve provision further?

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

- develop further staff's knowledge and understanding of the needs of babies to continue to enhance their individual experiences in the setting.

The leadership and management of the early years provision

The exceptional skills of the management team ensure that the systems for the daily operation of the nursery are highly effective in meeting the needs of the children attending. Very well organised documentation, policies and procedures successfully underpin the staff's daily activity with the children which ensures they receive a consistently high level of care that is fully inclusive and tailor-made to their individual requirements. Procedures for safeguarding are secure which means that children's safety and welfare are given the highest priority. For example, a successful partnership with the school's Health and Safety Officer ensures that robust risk assessments are in place and are regularly reviewed in order to reduce potential hazards to the children. Effective systems have been developed for the recruitment and continued professional development of the staff to ensure that all adults are suitable to be caring for children and that they are able to continue to develop their knowledge and understanding of current childcare and development practices. All staff have a secure knowledge of the procedures to follow in the event of child protection concerns and the registered person has extensive experience and knowledge in this area which ensures that children's welfare is safeguarded.

The partnership working within the nursery is highly effective which contributes significantly to children's sense of belonging and security in the setting. The nursery is very keen to provide support to parents alongside the children and offer support through a 'Home Link' programme. This works through direct contact from the nursery to the parents and to the children while attending the nursery through activities to develop their independence skills. The support provided through this programme ensures that children's transitions from home to nursery are made as smooth and seamless which benefits their well-being. For example, a comfortable area has been introduced in the baby unit for breast or bottle feeding parents to access as required. Parents are kept fully informed of their child's progress and are encouraged to continue their learning at home. For example, children take books home to share with their parents and siblings and parents are invited to reply back to say how the child enjoyed looking at the book at home with them, parents are fully involved in their child's 'Individual Learning Plan' and regular consultation takes place between the key worker and the parents. The registered person works in very close partnership with St. Andrew's School which means that the nursery is a fully integrated part of the school which benefits all the children attending and supports children's transition from the nursery to the school. Links are continually being developed with other providers delivering the Early Years Foundation Stage that are involved with the children at the nursery.

Jumping Jacks have developed a superb system to continually reflect on and evaluate their practice. This means that the setting's many areas of strong and highly effective procedures and activity with the children are identified and celebrated, and promotes their clear and absolute commitment to continually improve and adapt the systems to enhance children's experiences even further. All the staff are involved in the process and through regular meetings the self-

evaluation form has become an effective working tool. Parents and children are involved in the process to ensure it is fully inclusive for everyone. For example, parents' views have been sought through questionnaires and children are supported to express their views about the setting. The staff and management team take everyone's views and suggestions into account throughout the process which demonstrates a real valuing of all involved. The nursery have identified the baby unit as a priority for further development, particularly in relation to continuing to develop the staff's knowledge and understanding of the needs of babies and attachment theories in order to ensure that the youngest children in the nursery have their specific and unique requirements enhanced by skilled staff who have undergone further training in these issues.

The quality and standards of the early years provision

All children attending the nursery receive care to a consistently high standard from the well-motivated and committed staff team who know them very well and are skilled in anticipating their individual needs. Children are learning about their own safety through creative and imaginative projects such as making their own health and safety books. The children look around the nursery and take photographs of their chosen areas. With the support from the staff they discuss any dangers or risks and are encouraged to think about what could happen if issues are not managed by all concerned. Children are well-supported during outside play to ensure safety. They know the routines and show confidence in steering and negotiating space when using bikes and ride on toys. children enjoy the freshly prepared meals and snacks provided by the nursery. they sit together in small groups and are free to chat to each other and the staff. Babies' food is pureed or mashed according to their individual requirements and older children are able to serve themselves from large dishes and pour their own drinks. This develops their independence skills and a sense of responsibility. They have daily opportunities to play outside in the fresh air and use the school playground and an adjacent area of lawn and large trees for shade. Babies have a covered, enclosed area where they can benefit from fresh air during the day and yet are protected from the sun. Children are treated as individuals and with great respect by the staff. Their experiences within the nursery are fully inclusive. For example, they are actively encouraged to make choices and decisions about the activities they take part in and are able to move resources and items within the room to enable them to enhance their play. Children enjoy becoming involved in celebrations of festivals such as Diwali, Chinese New Year and St. George's Day. They listen to the story of St. George and the dragon and then create a role play activity with props such as dressing up clothes. This activity evolved into a discussion about England and the United Kingdom and the children created observational paintings of a portrait of the Queen. Children work very well together. The nursery staff create a sense of community and belonging in the setting to which the children respond positively. For example, they choose to play alone or alongside their peers then come together as a group successfully negotiating the different roles in the game and moving confidently around the room during their complicated imaginative game. Children are actively supported by the staff. For example, younger children are gently guided in their behaviour to ensure everyone's safety and enjoyment. This sensitive and entirely appropriate strategy for managing children's behaviour instils

children's awareness of appropriate ways to engage with adults and other children. The children's awareness of being able to make choices and decisions is underpinned by the staff's involvement with them. Staff ask the children what they would like to do and how their play could be enhanced and respond to the children's ideas which develops a real sense of ownership and value for the children.

Children's learning and development is given high priority in the nursery. The key workers know the children all very well and provide them with a stimulating and creative environment which promotes their choice and independence. Children are encouraged to lead the play while the staff supervise and are available to talk to them, get involved and to assist by providing different resources, reassurance and guidance as required. The planning is completed by the staff team and is overseen by the management team. The planning is sensitive to the children's needs and is led primarily by their interests. Planning is changed according to the children's preferences and although topics and themes are followed, they are not devised for a set period. If the children's interests takes the activities off at a tangent then this is followed by the staff. There are effective systems in place to ensure that all the areas of learning are covered and the key workers are skilled in bringing a variety of the areas of learning into a range of activities. For example, the current topic is 'All about me'. The children have incorporated a wide range of activities into this theme such as awareness of the skeleton and body, healthy eating and the recent sports day. Children's achievements are recorded through written observations and photographs. The key workers cross reference the observations to the relevant area of learning and these are directly linked to the planning of activities. Each child's 'Individual Learning Plan' identifies their next steps for learning to ensure they are provided with a range of activities and opportunities that promote their learning through appropriate challenge. This means that all children receive an individual experience which contributes to their rapid progress during their time at the nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

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

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

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

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

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

Met