

# Jumping Jacks

Inspection report for early years provision

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**Unique reference number** EY397291  
**Inspection date** 10/03/2010  
**Inspector** Jenny Kane

**Setting address** The Tower Theatre, North Road, FOLKESTONE, Kent, CT20  
3HL  
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**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Jumping Jacks was registered in 2009. It operates from a single storey building in the grounds of the Tower Theatre in Folkestone, Kent. The premises are accessible to people with disabilities. The nursery is open five days a week Mondays to Fridays from 7.30am to 6pm all year round. The out of school facility provides care for school aged children during the term time. They attend several local schools. The breakfast club operates from 7.30 to 9am and the after school club from 3pm to 6pm.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time. Of these, nine may be under two years. There are currently 69 children on roll aged between two and 10 years. There are 22 children who attend the nursery and of these 14 receive funding for nursery education.

The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are five members of staff including the two managers; all hold childcare qualifications to National Vocational Qualification level 3 and above. The setting receives support from the local authority early years advisory team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress towards the early learning goals in relation to their starting points and capabilities. This is because the staff have a good understanding of child development and know how to implement the Early Years Foundation Stage framework. Effective planning and good organisation helps the staff to provide a balance of interesting activities. Good teamwork, a professional approach and clear communication with parents and other providers helps the nursery to provide a welcoming and inclusive service for children and their families. The managers effectively use self-evaluation and reflective practice to identify their strengths and areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the ways in which parents can be more involved in their children's progress and contribute to their developmental records
- develop the outside play area.

## **The effectiveness of leadership and management of the early years provision**

The managers have a good understanding and knowledge of child protection procedures. Attendance at recent training and sharing of information with staff ensures the nursery safeguards all children in their care. Clear and informative risk assessment systems help ensure children play in a safe environment. This helps staff to organise the space effectively and set it out depending on the ages attending. They encourage free-flow play using both indoors and the newly established outside area. The staff have ambitious plans for recycling, composting and planting in this area.

All mandatory records and documentation is in place and well maintained. Children's records are confidential, shared appropriately with parents and contain useful information. This helps staff to promote the welfare of the children and provide continuity of care. Good relationships between the parents and the staff have developed and this makes for effective partnerships. The management place a high priority on providing parents and carers with relevant, good quality information both verbal and in writing.

Staff know children's starting points because they work with parents from the start discussing children's individual abilities and interests. Staff and key persons use observations during play to identify progress and to develop children's next steps in their learning. They make notes during activities and transfer these to children's individual learning journals. The vital information gathered from these assessments is used to help with future planning. Parents have access to their children's development folders. However, parents do not routinely look at these, which means some parents are not fully able to continue their child's learning at home.

Robust recruitment of staff who have suitable qualifications, knowledge and experience of all the ages cared for by the setting ensures all children receive the best possible care. The ongoing support, induction and appraisal systems help staff to develop their individual skills and expertise. There is a very good commitment from the management regarding the professional development of all staff. The staff are stable and confident in suggesting new ideas and areas for development. The owner is supportive of her staff because she works alongside them fully sharing tasks. As a result, teamwork is good. Staff use questionnaires and discussion to seek the views of parents and carers. Good support from the local authority advisory team and a strong commitment to training helps the staff improve their childcare practise. This alongside the self-evaluation system helps staff identify the areas in which they want to progress, helping ensure the outcomes for children continue to improve.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, confident and play well together. The key person system works well and helps staff to meet the individual needs of all children. Staff have a

good knowledge of the learning and development and welfare requirements. They plan activities taking into account children's age and abilities. This ensures children are interested and engaged in their play. Staff listen to children's ideas and suggestions for activities. For example, when children have finished listening to a story they ask for their favourite songs. They laugh and scream with delight while joining in 'Row Your Boat' and 'Incey Wincey Spider'.

Children have access to a good range of toys and equipment, which are age appropriate and promote their development. Self-selection is very good with all play materials easily accessible. Children move about freely choosing what they do and exploring their environment. Staff support them well and are attentive whilst allowing children freedom to make choices. Staff plan topics, festivals and outings in the community to help children gain an understanding of the wider world. They have equal access to the resources, several of which reflect diversity and positive images. Staff have a good awareness of equality and discuss inclusion issues at meetings. They attend training and meetings with other professionals to ensure they provide an inclusive service. Children have good relationships with the staff and their peers. They share well, cooperate during play and recognise each other's needs. Staff use positive praise and encouragement to build children's self-esteem. Communication is clear; they set realistic boundaries and encourage children to make decisions. As a result, children are interested and engaged in their play and their behaviour is good.

Children are cared for in spacious, secure and welcoming premises. The staff promote the safety and health of the children by maintaining good standards of hygiene and sharing domestic tasks. When children arrive, they self-register by finding their name card and putting it on a board by the door. There is labelling of the toys and resources, which helps children to identify written word. There is a good range of accessible art and craft supplies, freely used by the children who enjoy making their own art. Children have good opportunities to develop their understanding of problem solving and numeracy during play. For example when playing with the dough they roll and cut skilfully, discussing the size and shape of the worms they are creating. One child uses simple division by cutting their worm in half. They also enjoy cutting up fruit at snack time. Children have recently planted bulbs and seeds, which they nurture as they grow. The display is bright and cheerful and helps them understand about how things grow and how to care for them.

Children enjoy healthy snacks throughout the day. Older children help to prepare their breakfasts and make their own sandwiches on return from school. Younger children choose when they have their snack and like to pour their own drinks. At lunchtime, they sit in a group with staff to eat their packed lunches. This is a social time where they chat about what food they have and what they like to eat. When they have finished they put their plates in the sink and help to clear up. Children learn the importance of keeping healthy through daily physical activities both indoors, in the garden and outings. Younger children enjoy playing in the garden and put on their coats and shoes independently. They have fun climbing and chatting on the small climbing frame, they cooperate when using the bats and balls and generally enjoy being in the fresh air. Children understand the rules about keeping safe when playing. They know they remove their shoes when they arrive

and why they put on indoor shoes. Older children understand about regular exercise and always walk to and from the local schools. They remember to sign the register by the front door when they arrive. They have a good understanding of road safety, wear reflective jackets and operate a walking bus system on the journey.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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