

Jumping Jacks Pre-School

Inspection report for early years provision

Unique reference number	143487
Inspection date	28/06/2010
Inspector	Gail Robertson
Setting address	Stamshaw Junior School, Tipner Road, Portsmouth, Hampshire, PO2 8QH
Telephone number	02392 652569
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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 Pre-school is situated in the Tipner area of Portsmouth, Hampshire and has been a registered provision since 1998. It is based within the annexe of Stamshaw Junior School and has close links with the school and the Childrens Centre also on the same campus. Children have the use of two adjoining rooms and an enclosed outdoor area, also use of the school playground and other areas. There is no disabled access at present.

The pre-school offers sessional care for children from the local and surrounding areas. It has a charity status and is organised by a voluntary management committee. The play leader is responsible for the day-to-day management and organisation of the group. Sessions operate Monday to Friday, from 8:45am until 11:15am and from 12:10pm until 2:40pm during term times.

At present there are 50 children on the register of which 46 are in receipt of government funding for nursery education. The pre-school supports children who have English as an additional language and those with learning difficulties and/or disabilities. There are currently seven members of staff employed to work with the children who all hold relevant childcare qualifications. The pre-school receives support from the local authority and the Pre-school Learning Alliance and follows the High Scope method of teaching.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Jumping Jacks is a good pre-school. The playleader is an inspiration for her staff, she is well organised, calm and most welcoming. All staff support children's learning and development well. They have built up a special relationship with their key group of children and parents. Children as a result make good progress. They are confident, happy, independent and their behaviour is excellent. The committee and staff are proactive in gathering parents views to help make the setting better through their positive comments. There are close links with other providers and excellent links with the parents. This setting has good capacity to get even better.

What steps need to be taken to improve provision further?

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

- develop the outside area to stimulate children's learning in problem solving, number and reasoning, mark making and to support their curiosity of the world around them.
- develop self evaluation to support the process of monitoring, and the evaluation of the provision to identify the strengths and areas to improve, and to inform training needs of the staff.
- improve the indoor environment further, in particular create an attractive book corner to entice the children to enjoy books as one of their independent

activities.

The effectiveness of leadership and management of the early years provision

Safeguarding has high priority in the pre-school. Children are well protected because the committee and playleader have thorough, detailed policies and procedures which the staff fully uphold and put into practice. For example, the playleader has ensured there are risk assessments to keep children safe when walking to the host school playground. This was necessary because bees had nested under the preschool building. There is a detailed list of safety checks that are carried out daily, children assist the adults in the checks reporting broken toys and games thereby learning to develop a better understanding of how to stay safe. All the records, policies and procedures are shared with parents and are constantly being updated. There is a list of all the policies in the preschool prospectus for parents future reference. There are comprehensive child protection procedures and the playleader and her deputy have received training and the staff are fully informed of all the procedures to be followed when dealing with a concern. All these measures help to give children a good standard of care and education.

The accommodation has until recently been shared by the afterschool club but the preschool now has the sole use. The staff are still developing the rooms to meet the children's needs and interests. Each room is large and well resourced. Toys and games are stored at a height suitable for children to access independently. The book corner is established but as yet not attractive enough for children to make looking at and enjoying books one of their independent choice activities. The outside area is closely supervised but this area is also in need of consideration. Staff are aware that the growing area has not been used due to the bees. The playleader is fully aware that the accommodation is work in progress. This is a good inclusive setting where all children and adults are fully respected, relationships and team work is strong.

The playleader, deputy and the committee have begun to use the Ofsted self evaluation form to help guide their improvements for the setting. They are in regular consultation with the parents and respond to their positive suggestions such as the increased opening times starting in September. The playleader has a vision for the preschool and wants improvements to come out of discussion with all stakeholders including the children. All children are fully respected and are included in all aspects of the preschool. Staff attend training courses to help keep them up to date with new ideas and current educational thoughts particularly High Scope method of teaching.

The setting has outstanding links with the parents. Parents all spoke highly of the care, safety, and enjoyable time their children have here. As one succinctly put it 'I only have to say Jumping Jacks today and my child is ready to come'. They receive regular information about what their children do, learn and achieve. Children's learning journeys are shared with the parents and they are encouraged to contribute to complete the learning story. There are effective partnerships with the host Junior school, the recently opened Children's Centre and the nearby Infant

school. Children are well prepared to go on to their next stage of education. There are also strong links with other providers of childcare such as childminders. The setting is well run and managed and is effective in its work with the children. Staff work well as a team guiding children in their learning and development, to ensure they make good progress towards the Early Learning Goals.

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

Staff cheerfully greet children when they first arrive, there are big smiles from the staff and the children. Children cannot wait to start the day. They look around the rooms carefully before they decided where to start and they are busy and actively engaged in their learning in the whole session. Children and all staff share warm and caring relationships. Relevant information collected from parents and other sources is used well when children first start at the setting, to ensure their particular needs are appropriately met and their interest is catered for. As a consequence, children enjoy learning and look forward to coming to share and play with their friends and the adults. This results in their excellent behaviour throughout the session.

Children quickly become absorbed in their learning and make progress. For example, a group were handling the play-doh. They rolled it into a big ball to see how many small balls they can make from the big one. They count one more as they make the balls and confidently compete with each other to see who has made the most. The staff use every opportunity well to engage the children in meaningful conversation, increasing their vocabulary as well as their ability to hold conversations with each other and adults. For example one boy proudly showed an adult the watch he was wearing. She immediately said to him 'Oh yes what an interesting watch, can you tell me the time please?' Children respond well to the well deserved praise given to them by the staff. Children become excited in the outdoor area and use up a lot of their energy riding on the trikes and scooters and painting the fence. At present the outside does not fully promote their development in all areas of learning.

Children have an exceptionally well developed understanding about healthy eating and how to stay healthy. At snack time, for example, they know they must pay attention to washing their hands. They enjoy the selection of fruit and have a drink and know the importance of cleaning their teeth. They really enjoy physical activity outside and work out until they have red cheeks. Snack time is a time to chat with friends and staff to relax and have fun. They are outstandingly well behaved as they know what the staff expect of them and why.

The routines of the session are well known to all and as soon as 'the tidy up music' is played children stop what they are doing and immediately get on with clearing away. Key worker time at the end of the session is a favourite time for all the children to reflect on what they have done, and share their experiences and learning with each other. They are confident speakers and listen attentively to each other. No time is wasted at this setting. This is good preparation for life and learning.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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