



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 160175

DfES Number: 520665

INSPECTION DETAILS

Inspection Date	18/01/2005
Inspector Name	Daphne Prescott

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Jumpers! Day Nursery
Setting Address	25 St. Marys Road Ealing London W5 5RE

REGISTERED PROVIDER DETAILS

Name	West London YMCA 03244611 1058593
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ORGANISATION DETAILS

Name	West London YMCA
Address	25 St. Marys Road London W5 5RE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Jumpers! Day Nursery and Holiday Play Scheme is run by West London YMCA. It opened in 2001 and operates from a purpose built building. It is situated in the premises of the YMCA in a residential area of Ealing and serves the local and wider community.

A maximum of 28 children may attend the nursery at any one time. The nursery is opened each weekday from 08:00 to 18:00, 52 weeks of the year, except bank holidays. A maximum of 52 children may attend the holiday play scheme at any one time. The holiday play scheme is opened each weekday from 08:45 to 18:00, holiday time only, except bank holidays.

The nursery children have access to a secure enclosed outdoor play area. The holiday play scheme and nursery share access to a communal outside play area within the grounds of the YMCA.

There are currently 50 children aged under 5 years on roll. Of these 11 child receives funding for nursery education. The nursery supports children with special educational needs and also supports children who speak English as an additional language.

The nursery employs 13 staff. There are 9 staff including the manager that hold appropriate early years qualifications. Unqualified staff are working towards a qualification. The holiday play scheme employs staff according to the numbers of children attending to meet the required staffing ratio.

The nursery receives support from an Foundation Stage Consultant from the Early Years Development and Childcare Partnership (EYDCP). The Early Years Foundation Stage is the teaching method used for teaching children aged three to four years old. Staff working with children under three follow the framework that supports children in their earliest years, Birth to Three Matters.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Jumpers Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. There are making very good progress in knowledge and understanding of the world.

The quality of teaching is generally good in promoting children's learning towards the early learning goals. Staff understand how children learn and continue to develop their understanding of the foundation stage of learning. Staff offer children attention and support in their play but teaching and questioning methods do not always sufficiently extend children's thinking. Staff are positive role models as a result behaviour is good and children form warm and caring relationships with adults and peers. There are missed opportunities in the daily routines for children to develop their independence and for the more able children to develop their mathematical thinking. Children are developing good skills in early writing and reading. Although, there is less emphasis for children to link sounds to letters. Children have good opportunities for physical play, although they have limited opportunities to learn about their bodies and the importance of staying healthy. Children use their imagination very well and enjoy making up their own stories. However, there is a lack of opportunity for children to make music and develop a sense of rhythm.

Leadership and management is generally good. The Manager is supportive and is a very good role model to staff. There is a strong commitment by the manager to provide good quality education for children. The manager is committed to developing the quality of the provision through ongoing evaluation and training.

Partnership with parents is very good. The nursery is very welcoming and parents are welcome to speak to staff on a daily basis. There are good methods in place for exchanging information regarding their children's progress. Parents speak highly of the group.

What is being done well?

- Children are motivated and interested to learn and are highly involved in their chosen activities.
- Children are well behaved, they respond positively to staff. Staff discuss simple rules and give clear and consistent guidelines for good behaviour.
- There are good opportunities for children to investigate and observe living things, for example African snails.
- Children use technology such as the computer with confidence and enjoyment.
- Children use their imagination well through role-play, small world and

dress up activities.

What needs to be improved?

- the opportunities to develop children's independence and mathematical thinking through daily routines and activities
- communication, language and literacy with further opportunities for children to develop linking sounds to letters
- opportunities for children to understand about changes that happen to their bodies and the importance of staying healthy
- the opportunities for children to make music and rhythm
- the staff's teaching and questioning methods to extend children's thinking.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, happy and enthusiastic in participating in activities. Warm relationships are evident between staff and children. Behaviour is generally good and children are able to share and play co-operatively together. Children work well both in groups and independently. However, there are missed opportunities in the daily routines for children to develop their independence. They are developing a good awareness of their own and the wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers and engage easily in conversations with each other and adults. Children recognise their own names on cards and those of the other children in the group. Some children are able to recognise letters of the alphabet. However, staff do not always teach children the sounds that letters make. Children are able to share and retell past experiences. Children enjoy books and listening to stories. Children join in singing and action rhymes with enthusiasm.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use and recognise numbers confidently during their play. They are beginning to understand simple addition and subtraction. However, staff provide limited opportunities for the more able children to develop their mathematical thinking through daily routines and activities. They are able to recognise mathematical shapes and make accurate comparisons by size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have access to a range of activities to help them explore technology, the natural world and features in their environment. They confidently and eagerly explore and experiment with the properties of material for example magnifying glass, magnets and touches. Children are introduced to different cultures and beliefs through themes and activities. Children discuss past and present events. They are developing a sense of time through the daily routine and activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move safely and confidently around their play space, skilfully negotiating obstacles. Children are well co coordinated and exercise control and dexterity as they safely handle tools, paint and use pencils. Children have very good opportunities for indoor and outdoor physical play. There are good opportunities for them to develop climbing and balancing skills. Children are not made aware of the effects of exercise in relation to their bodies and the importance of staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities to develop their creativity through the use of dressing up clothes, small world and role play. Children enjoy singing and dancing and are encouraged to move in different ways. They participate in music and movement activities. However, there is a lack of opportunity for children to make music for themselves and develop a sense of rhythm. They experience a variety of materials, such as sand, water and play dough.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide opportunities to develop children's independence and mathematical thinking through daily routines and activities
- increase the opportunities for children to develop linking sounds to letters
- explore opportunities for children to understand about changes that happen to their bodies and the importance of staying healthy
- provide opportunities for children to make music and rhythm
- strengthen staff's teaching and questioning methods to extend children's thinking.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.