



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 143487

DfES Number: 594904

INSPECTION DETAILS

Inspection Date	16/09/2004
Inspector Name	Olive Sumner

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Jumping Jacks Preschool
Setting Address	Tipner Road Portsmouth Hampshire PO2 8QH

REGISTERED PROVIDER DETAILS

Name	The Committee of Jumping Jacks Pre-School 1027213
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ORGANISATION DETAILS

Name	Jumping Jacks Pre-School
Address	Tipner Road Portsmouth Hampshire PO2 8QH

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

Jumping Jacks Pre-school is situated in Tipner area of Portsmouth and has been a registered provision since 1998. The pre-school is based within the annexe of Stamshaw Junior School and has close links with the school. Children have use of two adjoining rooms and an enclosed outdoor area. It offers sessional care during term time only and children from the local community attend for a variety of sessions. The pre-school has 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 provision.

Sessions are Monday to Friday, from 08.45 until 11.15 and 12.15 until 14.45. It is the policy of the pre-school to accept children from the age of two years nine months. At present there are 33 children on the register, including 29 three year olds who are in receipt of nursery education funding. There are no children who have been identified with special educational needs. The pre-school support children for whom English is an additional language.

There are eight members of staff employed to work with the children and six members of staff who hold relevant early years qualifications including NVQ 3 in Childcare and Education. The pre-school values the support of the Early Years Development & Childcare Partnership and the Pre-school Learning Alliance and follows the High Scope method of teaching.

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

How effective is the nursery education?

Jumping Jacks Pre-school provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are caring and interact well with the children who are happy and confident and well settled in the supportive environment. Relationships are good and children's behaviour is very good and well managed by staff. Children have good skills of personal independence and can make choices and select resources. They talk confidently about what they are doing and are able to organise their speech and be aware of the listener. They are learning to count reliably and solve problems using developing mathematical ideas and language in a good range of activities across the curriculum. They explore and investigate using their senses and develop their imagination in role play and imaginative games. Children learn to recognise their names but opportunities for children to hear, say and link sounds to letters and rhyme or to choose to write or draw are limited. Planning and assessment have regard for the early learning goals and over time there is good coverage of the curriculum. Progress is limited when planning focuses on the activity and not the learning outcome. Effective systems are in place to support children identified with special educational needs or for whom English is an additional language.

Leadership and management are generally good. The new leader is well placed to move the setting forward and to review present provision. She is well supported by a skilful committed staff team.

Partnership with parents is generally good. Parents are pleased that their children are happy and settle well. They value the caring staff and friendly atmosphere. Parents have good opportunities to talk to keyworkers about children's progress but do not have sufficient information about the stepping stones of the early learning goals.

What is being done well?

- Children are interested and motivated to learn. They are settling well into the setting's systems and routines and are confident to try new activities well supported by staff. Relationships are good and there are good opportunities to learn to share and take turns. Children respond very well to the high expectations of the staff and their behaviour is very good. Children are confidently acquiring skills of personal independence and some children can make their own choices and select their own resources.
- Children have good opportunities to interact, speak clearly and show awareness of the listener. They confidently use speech when planning their choice of activities and to organise ideas as when making rice crispy cakes. Children learn to count reliably and solve practical problems using developing

mathematical ideas and make good progress recognising pattern and shape. They explore and investigate and ask questions about melting chocolate and floating and sinking and use their imagination in role play and imaginative games. They learn to move confidently, safely and with control in the outdoor space using bikes and scooters in the road safety game.

- The staff are a committed team and work well together. They have clear roles and responsibilities and are well organised. All staff are caring and supportive and interact well with the children. Children are learning from a good range of practical activities and make good progress when staff question effectively and activities have clear learning objectives.
- Parents value the friendly atmosphere and committed staff and are pleased their children settle well and are happy. They have good opportunities to be informed of their children's progress and achievement.

What needs to be improved?

- opportunities to use the outside environment and resources more frequently and for children to be aware of the range of choices available
- opportunities for children consistently to hear, say and link the sounds of letters and rhyme in oral fun activities
- opportunities for children to mark make and write in role play situations and to choose to attempt their own writing and drawing
- more consistent use of number rhymes and songs to enhance the mathematical programme
- planning to clearly focus on the learning objective of the activity which relates to the stepping stones of the early learning goals.
- information for parents about the stepping stones of the early learning goals.

What has improved since the last inspection?

There has been generally good progress in children's learning since the last inspection.

At the last inspection the setting was asked to make effective use of songs and rhymes to reinforce and extend learning about mathematical ideas. All staff focus on developing mathematical ideas and language across the curriculum in a variety of practical activities and everyday situations and children make good progress in mathematical development. However this would be further enhanced by even more opportunities to develop mathematical ideas and language through the regular and consistent use of number rhymes. Overall progress on this key issue has been generally good.

The setting was also asked to provide more activities to extend children's understanding of the sounds of letters and rhyme. Although the setting use some resources and topic sheets to develop children's knowledge of sounds there is a

need to develop a regular consistent approach which enables children to hear, say and link sounds to letters through oral, fun activities including rhyme. Staff are aware of the need to extend their knowledge in this area and are attending training this term. Progress in this key issue has been limited and this will remain a key issue.

The third key issue was to use assessment records to plan activities to encourage individual children to build upon their achievements. Children's progress is well tracked. The keyworker system ensures staff know the children in their group very well and enables them to support individual needs. Generally good progress has been made in this key issue

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children settle well and are interested to learn. They are confident to try new activities and like to talk about what they are doing. Relationships are good and children learn to share and take turns. Behaviour is very good. Children confidently acquire skills of personal independence and can make choices and select resources. Sometimes opportunities are missed to give children more time to develop an activity or to encourage children to be aware of the choice available.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact, speak clearly and show awareness of the listener. They use speech well to make choices and organise ideas. They respond to stories and rhymes and enjoy choosing a book to read on their own or to share with a friend or adult. They learn to recognise their names but do not have sufficient opportunities to choose to draw or write or to attempt writing in role play. There are insufficient opportunities to hear, say and link sound to letters and rhymes in oral fun activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count reliably and recognise numbers in a good range of practical activities across the curriculum. They learn about quantity, size and shape in every day activities and make good progress learning to recognise patterns in well focused activities. They use developing mathematical ideas and language to solve problems when making cakes and building houses and are well supported by staff. Opportunities to extend mathematical language through number rhymes are not used consistently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and investigate melting chocolate and discovering which objects float and sink. They ask questions about why things happen and see if the bowl sinks when filled with water. They learn about everyday technology and use laptops to support learning. They find out about past and present events in their own lives and about the area where they live on bus journeys to the library. Children would benefit from more regular opportunities to explore and investigate the outside environment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently, safely with imagination on wheeled toys in well organised road safety activities. They are learning to be aware of their own space and that of others in circle games and singing games. They develop physical skills using a good range of small and large equipment and handle small tools, construction and malleable materials with increasing skill. Opportunities to be outside are sometimes missed and so the development of physical skills is not extended.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children access a range of materials and media independently including paint, chalks and collage. They sing simple songs from memory accompanied by percussion instruments. They match movement to music in singing games. Children develop their imagination in role play activities and respond to what they see and hear and are able to use a range of materials and tools to express their feelings and ideas. On occasion opportunities are missed because children are not aware of the choice available.

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

- review planning and ensure staff are able to focus on the learning objective relating to the stepping stones of the early learning goals in planned activities
- enable children to frequently hear, say and link sounds to letters and rhyme through oral, fun activities. Provide a range of writing materials for children to use in role play and ensure that children are aware they have access to writing materials during free play and can choose to attempt their own mark making, drawing and writing
- extend the established good practices in parent partnership by developing strategies to ensure parents are informed and have understanding of the stepping stones of the early learning goals of the Foundation Stage curriculum.

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.