



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN EY216743

DfES Number: 533188

INSPECTION DETAILS

Inspection Date	15/02/2005
Inspector Name	Amanda Jane Tyson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Jumping Jacks Nursery
Setting Address	43 Powder Mill Lane Whitton Twickenham Middlesex TW2 6EF

REGISTERED PROVIDER DETAILS

Name	Mrs. Shyla Khusal
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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 Nursery opened in June 2002. It operates from three rooms on the ground floor of a residential property in Whitton. The nursery serves the local area.

There are currently 31 children aged from two to five years on roll. This includes six funded 3 year olds. Although 4 year olds attend, they attend half days only and their funding for nursery education is currently received by a local nursery class.

Children attend a variety of sessions. The nursery supports children with special needs and children who speak English as an additional language.

The group operates five days a week and is open all year round, apart from one week at Christmas and Bank Holidays. Sessions are from 8am until 6pm.

Four full time and four part time staff work with the children. Five staff have early years qualifications and one member of staff is currently on a training programme. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Jumping Jacks provide high quality nursery education, whereby children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff are sound in their knowledge and understanding of the foundation stage of learning and plan an exciting curriculum, which challenges and extends children's learning. Children's progress towards the early learning goals is comprehensively monitored and recorded, used effectively to set individual next steps for learning and to inform planning. Children are confident, happy and the free flow organisation encourages high levels of independence. Staff are enthusiastic, clearly interested in the children and inspire and motivate their learning. The programme for maths, language development and literacy is very well integrated throughout the day. Children are becoming confident mathematicians, articulate speakers and use the wide range of resources and play situations to write with a purpose. The exciting, stimulating and attractive presentation of the garden and high quality outdoor curriculum planning is inspirational.

Leadership and management is very good and ensures a reliable and experienced staff team, who work well together. The manager demonstrates a clear vision for the future and her commitment to continual improvement is evident by the action plan in place, the development of outdoor planning, which was inspired from foundation stage training and the systems for monitoring, evaluating and supporting staff development.

Partnership with parents is very good. The nursery is held in high regard. Children's learning, staff's care and commitment towards the children and the attractive setting are highlighted as key strengths. High levels of verbal and written communication keep parents well informed of curriculum plans and children's progress towards the early goals, but reduced links with local schools restricts the development of transition arrangements for 4 years olds.

What is being done well?

- Children's motivation, interest in learning and high levels of confidence are fostered by staff's keen interest and excellent curriculum plans. Exciting play opportunities are guided by themes, but skilfully and spontaneously adapted and extended by staff in response to children's interest. Children move freely around the setting, selecting preferred resources and using them in integrated play.
- Children's developing use of articulate language is enhanced by skilled staff technique, such as engaging them in worthwhile, interesting individual and group conversations. Staff have high expectations of the children and routinely introduce new and complex vocabulary.

- Staff have a comprehensive understanding of how children learn through play. They exploit every opportunity to tap into children's interest, extend their learning and provide exciting play opportunities to encourage purposeful writing and use of mathematical skills, both indoors and outdoors.
- The outstanding presentation of the garden provides a wealth of physical challenges and hive of activity which inspire children's interest.
- Children's progress towards the early learning goals is comprehensively recorded. It is effectively used to challenge and support learning and shared with parents to ensure consistent learning support between home and nursery.
- Very effective leadership ensures an experienced staff team, who demonstrate a united approach and commitment to continual evaluation and improvement. The staff appraisal system is used effectively to identify strengths and areas for improvement, which are well supported with clear action plans to enable professional development.
- "Smile the hedgehog" provides an excellent resource to encourage discussion and parental contribution. Children take it in turns to take him home, where he shares their family lives, weekend adventures, positively enhancing their knowledge and understanding of the community and lives of each other.

What needs to be improved?

- the sharing of information with local schools to support transition arrangements and consistency of teaching
- the variety of programmable resources.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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"Smile the hedgehog" is a nursery toy, which children take home on a rota basis. His weekend adventure in China town is eagerly discussed, the photographs and diary extracts enthral the children and initiate recollections of recent nursery celebrations. Children help themselves to drinks and snacks and move freely around the setting, selecting resources and using them to add to play value. Skilled staff techniques encourage turn taking and children play very nicely together.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children use articulate language to describe their experiences and express their feelings, which is enhanced by skilled staff intervention. The wealth of captions and labelling, both indoors and outdoors helps their understanding of purposeful print. Children write an assortment of clear recognisable letters in make believe play and identify simple words by linking letters to sounds. Children differentiate between author and illustrator and giant story books ensure sustained group interest.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children park bikes in numbered parking bays, identify numeric dates in group times and use consistent number language in context. Practical routines are exploited by staff to encourage counting and early calculation and children are encouraged to experiment with weight, volume and capacity, particularly so with high quality water play provision. More able children progress to recognising and naming cubes and cylinders etc and building opportunities challenge their thinking about balance.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children skilfully use the computer mouse as they are challenged to move objects around the screen in fun games, but there are few other programmable resources. Children dig for worms in the garden, plant seeds in the growing area and use natural resources to create and design. Children detail the date and month of their birthdays, refer to "yesterday" in context and delight in recalling their Chinese New Year celebrations, identifying China on the world atlas.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children squeal with laughter as the wooden chain-link bridge wobbles. They climb, balance and swing on rope ladders, challenged by the element of controlled risk permitted by staff. Small tools are used to delicately cut, shape and manipulate and sewing activities help them develop fine motor skills. Children huff and puff as they realise the difficulty of mixing "stiff" dough and staff exploit opportunities to talk about the exciting and nutritious contents of children's lunch boxes.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children identify the changes from lumpy to fine flour as they sieve it. Varying shades and different colours are created and named and children learn the concept of transparent. Malleable substances are enthusiastically explored and children are eager to "get messy" in art and design. They throw themselves into role play and bring fairy tales to life as they "huff and they puff and they blow the house down". They sing with gusto and dance gleefully under the Chinese dragon.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- as resources are supplemented and replenished, consider obtaining a wider variety of programmable equipment
- develop links with local schools to, improve and support transition arrangements for 4 year olds starting school and improve the systems for monitoring the effectiveness of curriculum planning, i.e. knowledge of literacy teaching methods in transition schools.

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.