

Jumping Jacks Day Nursery

Inspection report for early years provision

Unique reference number EY360483
Inspection date 25/01/2011
Inspector Carol Johnson

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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 Day Nursery opened in 2007. It is one of two privately owned nurseries situated in the Kings Heath area of Birmingham, operating from both floors of the premises which are set in a residential area close to local shops, a park and other facilities. The Nursery has disabled access to the ground floor and suitable toilet facilities for people with a disability. Preschool children are cared for on the first floor and there is no lift access. There is a fully enclosed outdoor area available for play. The nursery is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register.

The nursery opens Monday to Friday from 7.30am until 6pm. The nursery is open each weekday, with the exception of bank holidays. A maximum of 27 children may attend the nursery at any one time. There are currently 34 children on roll who are within the Early Years Foundation Stage. Children attend for a variety of sessions and come from the local and surrounding area. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs ten members of staff, including the manager, who work with the children. Of these, nine hold appropriate early years qualifications and one is working towards a qualification at level 3. The manager has a degree in Early Years Childhood Education and one part-time member of staff is a qualified early years teacher. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and are interested and motivated to learn. The majority of outcomes for children are good and a couple are outstanding. Children benefit from inclusive attitudes and the wide variety of interesting and stimulating experiences that are available to them. Staff members have forged good relationships with parents and other professionals and this ensures there is a shared understanding and continuity about children's needs. The nursery demonstrates a strong capacity for improvement and adopts a range of methods to successfully monitor practice and help improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the outdoor environment to improve opportunities for doing things in different ways, and on different scales, to when indoors, and to offer children more freedom to explore, use their senses, and be physically active and

exuberant

- extend strategies that encourage parents to contribute to their children's learning and development, record and consider more ways of involving fathers in children's learning at home and in the setting.

The effectiveness of leadership and management of the early years provision

The setting is safe because staff are vigilant with regards to safety and security. They visually check the premises and equipment on a daily basis and regularly remind children about being careful and using resources safely and considerately. Extensive risk assessment records are maintained and a wide range of safety precautions are in place to help protect children. Staff are well aware of their individual and collective roles and responsibilities with regards to safeguarding children and know who to contact should they have any concerns. Comprehensive policies and procedures are in place and these help to ensure the safe and efficient management of the setting. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

The leadership and management of the provision is strong. Children benefit from an enthusiastic and consistent staff team who actively strive to make the environment attractive and welcoming to all. Regular communication between staff and the management team means that good practice, and the desire to make the setting the best that they can, is actively encouraged and shared. The staff team are well-qualified and show a strong desire and commitment towards their personal and professional development. Reflective practice is ongoing at all levels and recommendations raised at the last inspection have been fully addressed.

Children are flourishing in the warm and welcoming environment provided by the nursery. They enjoy easy access to a variety of good quality resources and have sufficient space to play and rest. Staff are aware of the value of working alongside parents and other professionals and have forged effective partnerships. Staff and parents regularly exchange information about individual children and this helps to ensure consistency of care. Parents receive plenty of good quality information about the nursery and their children. For example, they receive regular newsletters and can view the array of information displayed on notice boards throughout the nursery. Parents are invited to express their views and they comment very positively on many aspects of the nursery. For example, they comment on the friendly and helpful staff, the wide range of experiences provided for their children and the good level of communication.

Inclusive practice is evident and staff work hard to ensure that children's individual needs are known and met. Good systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Positive images of diversity are evident throughout the nursery and staff carefully consider the needs of individuals and groups of children when planning and implementing activities. For example, staff are aware that some of the boys learn better when they are outside, therefore, thoughtfully plan activities that inspire them. These experiences include using paint brushes and

water to make marks in the outside area and regular outings in the local environment.

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

Children are having lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff thoughtfully plan experiences based on their individual needs and interests. Staff observe children on a regular basis, use what they see and know to assess each child's progress and plan for the next steps in their learning. Individual learning and development records are maintained for each child and these are shared with their parents on a regular basis. However, strategies that encourage parents to contribute to these records, and to involve fathers in children's learning at home and in the nursery, have not been fully explored. Staff have identified that parental involvement is an area in which they are making considerable progress, however, they are keen to develop it further to increase children's learning potential.

Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Innovative ways have been introduced to help children communicate their emotions and staff interact well with them. A good rapport between staff and children is evident and children are keen to participate in activities. Counting and colour recognition is encouraged through everyday experiences and there are lots of quality resources that help children match, sort and recognise shapes. Children regularly explore and investigate using all of their senses. For example, on the day of the inspection some children were using their hands to explore trays filled with flour, soil and baked beans. Younger children were captivated and excited by a basket filled with various materials including pieces of material, wooden spoons, sponges and plastic bottles filled with various items.

Children are provided with an atmosphere that is warm and welcoming and variety of experiences that excite and interest them. Resources positively reflect children's cultural and linguistic identity and staff help children to learn about the wider world in meaningful ways. For example, through outings and exploring a range of religious and cultural festivals. Children are at ease with staff and this demonstrates how they feel safe and secure in the nursery. They go to them for comfort, reassurance and support and older children happily chat to staff about things that are of interest to them. Children demonstrate an excellent understanding of safety issues. For example, they know that they must walk sensibly down the stairs and hold the hand rail, and that they must take care when using scissors. Children are actively involved in helping staff to spot potential risks throughout the nursery and each day a child is appointed 'Health and Safety Monitor'. This child goes around the setting with a member of staff to see if they can spot any potential hazards. This raises children's self-esteem and also increases their sense of responsibility and awareness of safety issues.

Children's welfare is enhanced because positive steps are taken by the setting to

promote their good health and well-being. They engage in lots of physical activity and hygiene routines are regularly reinforced through discussion and everyday practice. However, children's physical development and general learning and welfare are somewhat impeded. The outdoor play area is not effectively resourced or utilised. Meals and snacks are healthy and nutritious and accurately reflect children's dietary needs and preferences. Children display exemplary behaviour because staff provide them with positive role models, encouraging good manners and care and consideration for others. Children's good behaviour, effort and achievement is promptly acknowledged and rewarded.

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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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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| 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

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| 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 | 1 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 1 |
| 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