

Jumping Jacks Private Day Nursery

Inspection report for early years provision

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Inspection date	20/05/2011
Inspector	Michele Villiers
Setting address	34 Ullswater Road, Golborne, Greater Manchester, WA3 3EY
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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 Private Day Nursery was registered in 1998 and is run by an individual provider. It operates from several rooms in a two storey building located in the Golbourne district of Wigan. Children have access to an enclosed outdoor play area.

The nursery opens Monday to Friday from 7.30am to 6pm all year round. A maximum of 55 children may attend the nursery at any one time. There are currently 92 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Funded early education is provided for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children play in a very welcoming, stimulating environment and develop a strong sense of belonging. They make good progress in their learning and development and effective measures are used to monitor their progress. The manager demonstrates a commitment to maintaining continuous improvement and uses effective methods of self-evaluation. There is an inclusive environment, and staff work closely with parents and other professionals to ensure the children's individual needs are well met. Most health and safety measures are in place to ensure children are safe and protected from harm.

What steps need to be taken to improve provision further?

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

- build on the systems used for obtaining initial information about the children's abilities when they first start through regular two-way flow of information with parents, and link to the areas of learning
- ensure sufficient information is recorded about the medical condition of any child, when medicine is administered
- ensure, when records are updated, that they include all the required information about all staff, in particular their unique reference numbers of vetting clearances.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of how to help safeguard children. Designated staff members oversee child protection issues and know what to do should they have concerns about a child. There is a robust recruitment and induction procedure to ensure all staff are suitable and information on staff clearances are recorded. However, when updating documentation some information on a staff member had been omitted. Regular safety checks and risk assessments minimise any potential hazards. The premises are clean and well maintained to help prevent the spread of infection. Staff obtain parental consent prior to administering any medication, but do not always record sufficient information as to why a child is on medication.

The staff work well as a team and provide an optimum framework for children to develop good skills for the future. Play rooms are stimulating with good deployment of toys and interesting activities. The manager demonstrates a capacity to improve and recommendations have been successfully met since the last inspection. Better security systems are now in place with thumb print sensors on external doors, and policies have been updated to further safeguard children. Self-evaluation is routinely conducted and Ofsted's self-evaluation document has been effectively introduced.

The parents speak very positively about the provision and care provided. They have many opportunities to put forward their own views, and a wealth of information is displayed throughout the nursery. Parents' meetings are regularly organised and they may access their child's progress reports at any time. The management is proactive in forging links with other professionals to help children who require additional support, promoting equality and inclusion.

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

The children enjoy their play and develop positive attitudes towards learning. Activities are fun and challenging and children display high levels of confidence and self-esteem. All staff have a good knowledge of the Early Years Foundation Stage. They monitor the children's progress through observation, recording their findings in detailed development reports, and identify the children's next steps. Parents complete 'All about me' documents detailing their child's likes and requirements. However, these do not clearly identify the children's abilities and achievements. They are not linked to the areas of learning, in order for staff to use as start up profiles.

The children's growing independence is supported particularly well. Children learn to dress themselves for outside play, babies freely crawl to access different toys, and older children are encouraged to pour their own drinks and serve their own food at meal times. Staff constantly talk to children, using good questioning to challenge their thinking, and promote their language and literacy skills well. Young

children enjoy singing songs, and babies engage in playful interactions with staff, mimicking sounds and clapping their hands. Children show a keen interest in books and listening to stories, and access story sacks with supporting props. Various mark-making activities foster their early writing skills, such as making patterns in malleable materials, painting and drawing. Pre-school children are encouraged to write their names and self-register on arrival. Counting and number games are incorporated into play, and children discuss shapes and match colours and patterns when completing puzzles.

Programmable toys and computers help children become aware of technology, and children have fun exploring their senses using toys with visual and sound effects. Excellent activities help children to develop an understanding of time. Older children use egg timers to plan when to tidy toys away. Nominated children excitedly run around the room with a 'Tidy up Ted' teddy bear to inform others. When making play dough, children explore textures and know they have to add oil in order for the flour to stick together. Different cultural festivals are celebrated and children access toys and resources reflecting positive images of race, gender and disability, helping them to learn about diversity.

The children show an understanding of how to adopt healthy lifestyles through good personal hygiene, healthy eating and physical exercise. Outdoor play is part of the daily routine where children participate in energetic play and access large climbing equipment. They enjoy healthy nutritional home-made meals prepared by the cook, and follow effective hygiene routines to minimise cross-infection. They are taught to be safety conscious during play and through focused activities, such as road safety, emergency evacuation, and visits from the fire brigade. They form close relationships with staff, and good systems are used to prepare children for transition into school, providing them with a strong sense of security.

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

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

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	2
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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