

# Jumping Jack's Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY411222

**Inspection date**

19/09/2011

**Inspector**

Melissa Patel

**Setting address**

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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 Nursery re-registered in new premises in 2010. The provision is based on the grounds of the Oakwood office buildings in the Gipton area of Leeds. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision may care for a maximum of 26 children under eight years, of whom, 10 may be under two years. There are currently 22 children on roll, of whom, 10 receive the grant for nursery education. The nursery opens from the hours of 7.45am until 5.45pm, five days a week. There are five staff, whom support the children, working on a part time basis. All the staff hold an appropriate early years qualification. The provision supports children with English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are safe, whilst enjoying activities indoors and outdoors that supports their progress suitably towards the early learning goals, and well in some aspects. The observations, of children, although, used suitably overall, are not yet used to maximise children's individual learning priorities. Partnerships with parents and partnerships with other provisions where children also attend work appropriately in supporting children's overall well-being. Monitoring systems promote suitable ongoing development of the provision.

## **What steps need to be taken to improve provision further?**

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

- extend the range of outdoor play equipment, such as, balancing and climbing equipment
- extend the organisation of the environment to support diversity, such as, through signs, symbols and text
- develop a systematic and routine approach to using the observations of children, to further extend a child's individual developmental progress
- extend opportunities for parents to contribute to their child's learning and development.

## **The effectiveness of leadership and management of the early years provision**

The provision operates appropriately in safeguarding children, for example, all staff have a suitable Criminal Record Bureau check. Staff understand their role appropriately should a child protection issue be presented. Security of the premises is good and monitored well. The risk assessment record is clear and is appropriately used to reduce risks to children. Systems in place to support children should there be an accident are suitable, for example, there is currently one up-to-

date qualified first aider. Systems in place to support children's learning progress work appropriately overall. The staff are deployed well to keep children safe and they support children's learning appropriately. Equality and diversity is promoted suitably by the provisions staff overall. For example, there are appropriate systems in place to support children who speak a language other than English. There are some resources available to promote the wider world and different lifestyles, however, they are not maximised to fully promote children's learning about differences and to fully embrace diversity, through the use of signs, symbols, pictures and text.

There are appropriate working relationships with the parents overall. For example, regular information is shared with regard to the operation of the provision, through news letters and policies and procedures. Parents are welcomed in on arrival at the provision and this time is used to share any information which is appropriate to the care of the individual children. Children's learning progress is discussed appropriately with parents and their learning profiles are available to share. However, opportunities for parents to contribute to the learning profiles are not yet fully extended to further promote and consolidate children's learning progress. Systems to support partnerships with other provisions where children also attend are well established and information sharing supports the children's welfare and learning appropriately.

The monitoring and evaluation systems for the provision are suitable overall in maintaining appropriate on-going continuous improvement. Therefore, there are some positive outcomes for children promoted. This is the first inspection since the provision moved premises and was re-registered in 2010. The provider has made some positive improvements to the provision. For example, the staff have received further training to support them in implementing the learning and development requirements of the Early Years Foundation Stage appropriately and this training is on-going. Systems to support children's safety, such as, risk assessments have been fully updated. These improvements support children's learning and welfare well.

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

Children are progressing satisfactorily overall across the areas of learning. This is because the staff operate an appropriate key worker system to support children in their development. For example, the children develop communication skills appropriately as they talk to staff on toy telephones. They use their imagination as they enjoy dressing up in different costumes. Children are starting to differentiate colours appropriately, for example, they name pink and red through a number activity. Children explore different textures, such as, play dough. They enjoy making different shapes in the dough, practicing their small physical skills as they make holes with small plastic tools. Children are progressing well with their counting skills at this provision, frequently counting through different activities and routines. For example, staff support children well with counting outdoors, and later they recall the number they counted to outdoors. Children are cared for in an environment with plenty of labelling, however, it is not always presented at a

height that enables children to view the letters clearly and handle them to further extend their understanding of the meaning of words. Staff plan outdoor play well, ensuring children have plenty of fresh air and enjoy themselves through being very active as they race and throw large balls. However, the resources outdoors are limited to maximise children's physical skills and extend further challenges through outdoor play.

The learning and development requirements work appropriately overall, to support children's progression towards the early learning goals. For example, staff demonstrate suitable knowledge of the children they care for to extend their skills, such as, counting, communication, imagination and social skills. Observations of children identify the next steps in children's development, however, these observations are not yet used systematically to plan and therefore, maximise children's individual learning priorities.

Children are developing a good understanding about staying healthy. For example, the children are knowledgeable regarding when and why they need to wash their hands, according to their ages and starting points. They choose when they want to have a drink and often independently pour their own drinks. They eat healthy snacks, such as, fruit and teacakes and they drink water. In addition, the children eat healthy lunches, such as, mince with potatoes and vegetables. Children learn to enjoy their food through regular activities, such as, baking.

Children stay safe effectively. For example, they respond appropriately to adult requests, such as, to put on coats to go outside. They move around the environment freely and smile frequently. Children are starting to learn the importance of safety through practising the fire evacuation procedure. In addition, children are learning to behave positively through receiving praise and appropriate explanation regarding what is happening in the environment, such as, about how to share toys. Children are learning about the wider world and diverse communities appropriately overall. For example, there are some resources available to promote positive messages to all children regarding the differences in people's lifestyles through books and dressing-up costumes and materials. Children also learn positive messages about different lifestyles by celebrating festivals, such as, Eid, Christmas and the Chinese New Year. However, the arrangement of the environment to fully embrace differences and to further extend children's knowledge about diversity is not maximised.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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