

Jam Kangaroo Nursery

Jam Kangaroo Nursery, Old School House, School Street, Southam, Warwickshire, CV47 1PL

Inspection date	13/05/2013
Previous inspection date	21/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children access the extremely well-resourced and stimulating outdoor play areas on a regular basis. They experience plenty of fresh air and are motivated to explore, solve problems, use their imagination and develop physical skills.
- Staff are kind and caring and exchange regular information in respect of individual children's home routines, needs and preferences. As a result, children settle quickly and parents are reassured that their children receive consistency of care.
- Children's welfare and safety are protected because staff demonstrate a good knowledge of child protection procedures. Staff are alert to the possible signs and symptoms of abuse and know what to do should they have any concerns.
- Staff plan and provide a good range of activities that raise children's awareness of the benefits of a healthy diet. Meals and snacks, provided by the nursery, are healthy and nutritious and children are encouraged to try a range of foods.

It is not yet outstanding because

- Staff do not have an extensive knowledge of different approaches to positive behaviour management. This means that they do not always promote and provide consistent emotional support for children's behaviour.
- Strategies for engaging parents in their children's learning at home and in the nursery are not fully exploited, so that children's learning potential is maximised.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the provider and staff at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents gathered through discussion, parental questionnaires and from testimonials recorded on the internet.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the provider in the 'Tweenie' room.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Carol Johnson

Full Report

Information about the setting

Jam Kangaroo Nursery is privately owned and registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two floors, within a converted Victorian school building in Southam, Warwickshire. Children spend most of the time on the ground floor, however, there is a sensory room and an activity room on the first floor. All children have two secure enclosed outdoor play areas. There is no lift access to the first floor.

The nursery is open each weekday from 7.30am until 6pm, for 52 weeks of the year, closing for public holidays. There are currently 45 children attending the nursery, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. In addition, the nursery provides before and after school care, each weekday from 7.30am until 9am and from 3.15pm until 6pm. A holiday club is provided when there is sufficient parental demand.

The nursery employs 11 members of childcare staff. Of these, six have an early years qualification at level 3 and two at level 2. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend staff knowledge of different approaches to behaviour management, so that they can more confidently and effectively, promote and provide consistent emotional support for children's behaviour

- introduce more varied strategies for encouraging parental involvement in children's learning at home and in the nursery, so that children's learning potential is maximised. For example, send 'story sacks', which contain puppets and props to go with familiar stories, home with children for them to share with their parents.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development. This is because staff understand how children play and learn and are aware of individual children's needs, personalities and preferences. Staff work alongside parents and other professionals to provide effective and appropriately targeted support for children with special educational needs and/or disabilities.

Children clearly enjoy their time at the nursery and are confident and self-assured. There is lots of laughter and children are actively engaged and interested in available experiences. For example, pre-school children show delight as they, together with a member of staff, decide where various pieces of furniture should go in a recently donated dolls' house. They relate the house to their own homes and talk excitedly about their bedrooms and the things they have in them. The member of staff shows interest and listens to what the children have to say; this encourages their communication and shows them that their comments are valued and welcomed. Younger children explore and investigate a variety of cause and effect toys; they show curiosity and anticipation as they touch the various buttons and knobs and wait to see what happens. Babies enjoy listening to stories and staff skilfully capture their interest by using expression in their voices and encouraging the babies to look at the pictures. Children of all ages develop their physical skills and confidence as they use a range of resources that includes tricycles, climbing equipment and balls.

Activity planning is precise and key persons are clear about what they hope individual and groups of children will learn. They know what children enjoy and understand where individual children need to move on next in their learning. A good focus is placed on promoting the prime areas of learning. Consequently, children have a firm knowledge base from which they can build on and learn new skills. Experiences are provided for children both indoors and outside and these include a good balance of adult-led and child-initiated play. Resources are good quality and children's freedom of choice is fostered because a good selection is easily accessible to them. For example, in the outdoor classroom a range of natural and man-made materials are in containers on low-level storage units. Children independently select these items to add interest to their play. Staff encourage children to think about how they can transport water using various containers, a water tray, lengths of guttering and buckets attached to a pulley system. This challenges children to think creatively to solve problems, while at the same time they are having lots of fun.

Staff successfully provide lots of experiences that prepare children for their future learning and transition to other settings. For example, staff plan some group activities and these encourage children to share and take turns in conversation. Pre-school children learn to count and calculate as they pretend to go shopping in the role play area. They read the food prices on a sign placed by the entrance and purchase items using pretend money. In addition, children sometimes count independently during play and staff use number lines to help them recognise numerals. All children participate in lots of creative experiences and through these, children express their ideas and investigate using all of their senses. Pre-school children have painted pictures of their family members and have written their names on their artwork. They are developing good pencil control and some children show skill at forming recognisable letters. Staff successfully promote pre-school children's literacy skills by playing games that encourage them to recognise letter sounds and the shapes of different letters. As a result, they are interested in language and identify some

rhyming words, for example, 'snack' and 'pack' and 'log' and 'frog'.

Staff regularly observe children during play and carefully use what they see and hear to assess progress and plan for their next steps in their learning. Key persons rigorously maintain learning and development records for each of their key children. Every child has a 'Year book' and this contains photographs of them engaged in play, examples of their work and progress reports. Parents are invited to view these books and record comments within them. A parental comment in one child's book reads, 'A great read, we get a reflection of what she does each day'. A website and displays around the nursery provide parents with additional information about the range of experiences enjoyed by their children. Newsletters inform parents of forthcoming events and future topics planned for their children. Furthermore, they provide some ideas of how parents can support their children's learning at home and in the nursery. Some of the older children take home 'reading books' to share with their parents. Staff also supply these parents with some ideas of activities they can try at home to support their child's literacy skills. However, opportunities to successfully involve all parents in their children's learning and maximise their learning potential, are not fully exploited. For example, the nursery has some 'story sacks', bags that contain a book, puppets and props related to familiar stories. However, the provider has not considered making them available for children to take home and share with their parents.

The contribution of the early years provision to the well-being of children

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and approachable and children are settled and confident in their surroundings. Staff promptly recognise when children are tired or hungry and are at hand to provide support, reassurance and interaction. A well-established and effective key person system helps children feel cared about, valued and respected. Each child is assigned a key person, who obtains comprehensive information from parents to support the child's welfare and progress. For example, the key person asks about home routines, comfort items, health needs and any areas of development requiring support. This enables staff to offer dependable and nurturing support for each child that reflects their needs and parental wishes. Furthermore, it shows parents that staff value information about the way in which their children behave and learn at home.

Children have plenty of space to play and rest. Staff ensure that space and resources are organised effectively, so that children learn in a welcoming environment where toys and equipment are easily accessed. The outdoor environment is a significant strength of the nursery and contributes greatly to children's well-being and health. Children regularly use the outdoor areas and receive plenty of fresh air and exercise. There are areas for children to dig outside and they have planted and tended various flowers, fruits and vegetables; these growing experiences support children's knowledge and understanding of healthy foods. They learn where some food comes from and staff talk to children about healthy and unhealthy foods. Nursery snack and mealtimes are social occasions and thoughtfully used by staff to promote children's language skills, table manners and independence. Pre-school children carefully and competently pour their own drinks and praise from staff motivates them to 'have a go'. Children demonstrate independence skills appropriate to

their age and stage of development. Toddlers and pre-school children know when they need to wash their hands and staff provide them with good role models to follow.

Staff are vigilant with regards to health and safety; all areas of the nursery are clean, safe and maintained well. Good hygiene procedures are in place and followed by staff; these include the use of disposable aprons and gloves during nappy changing. Children learn about safety through everyday practices and routines. For example, during cookery activities, they learn to use equipment safely and sensibly; children use knives with care and staff supervise them as they use electric food mixers. On the whole, children behave well. They show by their words and actions that they understand nursery rules and staff expectations for their behaviour. For example, children know that they must use 'walking feet' in the nursery and that staff expect them to act sensibly. Staff manage children's behaviour calmly and consistently and provide them with positive role models to follow. Children's good behaviour and independence skills are actively encouraged and some of them have 'I can do it' charts. These charts enable staff and parents to work together to help children to achieve certain targets, for example, to be independent with regards to toileting or to share with others. Children receive stickers for their effort and achievement and successes are recognised and praised. Consequently, children receive motivation and increased self-esteem.

Good support is in place for children's transitions, both within the nursery and as they move on to school. Children moving rooms within the nursery visit their new room for short periods prior to the move. This helps them to gradually become familiar with changes in staff, routines and the environment. Staff effectively support older children moving on to school by talking to them about what to expect and introducing more activities that teach them to sit, listen and take turns in their play.

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

The provider demonstrates a good understanding of her responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Thorough monitoring and clear induction procedures ensure that all adults working in the nursery understand and follow the nursery's policies and procedures. Risk assessment is thorough and makes sure that the nursery is safe and secure. Regular fire drills, recorded in a log book, ensure that emergency evacuation procedures are known and effective. Children are protected because staff have a good knowledge and understanding of child protection issues. All staff have attended training in this respect and know about the potential signs and symptoms of abuse. Staff confidently describe appropriate recording and reporting procedures and the nursery safeguarding policy includes required information. Robust recruitment and vetting procedures ensure the suitability of all adults working in the nursery. Furthermore, children are supervised well and only released into the care of authorised individuals.

The provider is also the manager of the nursery and provides strong leadership for her staff team. She is ambitious, leads by example and has high expectations of all her staff. The provider is a visible presence in the nursery and routinely observes staff and provides

regular feedback on their practice and performance. Staff meetings occur on a regular basis; these provide staff with opportunities to discuss issues and cascade knowledge obtained through attendance at training courses. The provider welcomes support from the local authority and regularly meets with other professionals to exchange ideas and share good practice. She recognises the value of keeping abreast of research and is keen to develop her knowledge and that of her team. The provider is aware that some parents attend behaviour management workshops at a local children's centre. However, she and her staff have limited awareness of the behaviour management techniques promoted within these. Consequently, their ability to confidently and effectively promote and provide consistent emotional support for children's behaviour is hindered.

There is a strong culture of reflection throughout the nursery and the provider demonstrates a good knowledge of the nursery's strengths and areas for improvement. Reflective practice is ongoing and the provider routinely monitors and reviews activities provided and planned for children. This ensures that they are safe, suitable and effectively promote children's learning and development in all areas. Self-evaluation takes into account the views of the provider, parents, children and staff. Parental opinions are welcomed and successfully used to improve practice. For example, some parents indicated that they would like more detailed information about their child's day; in response, information recorded within children's daily diaries has improved and is now more relevant to individual children.

The provider shows a good capacity for sustained improvement. Since the nursery's last inspection, there have been many changes and these have enhanced experiences for children. For example, children's sense of exploration and investigation has increased because a sensory garden has been developed; this garden includes a beach area, a fossil garden, planting areas and large musical instruments. Other improvements include enhancements to the sensory area on the first floor of the building and the creation of a forest garden outdoors. In addition, recommendations raised at the nursery's last inspection have been fully addressed and successfully promote children's welfare and learning. For example, all required information is obtained from parents and there are more opportunities for children to gain independence during snack and mealtimes.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY298560
Local authority	Warwickshire
Inspection number	911621
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	71
Number of children on roll	45
Name of provider	Jam Kangaroo Limited
Date of previous inspection	21/10/2008
Telephone number	01926 813 815

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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