

# Jumping Jack's Day Nursery

408 Oakwood Lane, LEEDS, LS8 3LF

## Inspection date

18/07/2013

Previous inspection date

19/09/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not adequately supervised at all times and staff ratios are not maintained consistently. This has a negative impact on children's well-being and learning as they are not provided with sufficient levels of staff attention to meet their needs.
- Methods for monitoring, reviewing and improving the setting, educational programmes and children's progress are not effective. Staff receive insufficient support and guidance from the manager and this impacts on several areas of practice.
- Knowledge and understanding of the learning and development requirements is limited and teaching practice is not effective enough to provide a quality learning experience for all children.
- Staff supervision arrangements are not effective in ensuring children's development and well-being is monitored and any issues are addressed. As a result, children's behaviour is not managed effectively and risk assessments are not robust enough to ensure all risks to children are minimised.
- Children's health is not appropriately protected because good hygiene routines are not maintained and children are not able to freely access drinking water throughout the day.

### It has the following strengths

- Children develop self-confidence and physical skills as they join in enthusiastically with the actions to familiar songs.

## **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 looked at resources and observed the learning environment.
- The inspector observed children playing both inside and outside and observed a joint observation with the manager.
- The inspector talked with the manager and looked at some documentation throughout the inspection.
- The inspector looked at some of the children's learning records.
- The inspector observed children's sleeping time.

## **Inspector**

Jane O'Callaghan

## **Full Report**

### **Information about the setting**

Jumping Jacks Nursery was re-registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in adjoined office building annexe in Gipton on the outskirts of Leeds. The nursery serves the local area and is accessible to all children. It operates from three rooms and an outdoor area.

The nursery employs seven members of child care staff. Of these, five hold appropriate early years qualifications at level 3 and the manager holds Qualified Teacher Status.

The nursery opens all year round, except for Bank holidays. Sessions are from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 35 children attending who are in the early years age group. The nursery provides funded early education for three and four-year-old children.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice with a completion date of 20 September 2013 requiring the provider to:

ensure that adult to child ratios are adhered to at all times and deploy staff effectively to make sure children are appropriately supervised and their needs are met

increase and monitor staff's knowledge and understanding of how to challenge, support and manage children's behaviour effectively so that children are safe and learn to respect each other

ensure that the premises are safe for children to use, this is in particular reference to the use of chains between the toilet area and messy room

take reasonable steps to ensure safety of the children this is in particular reference to the children being able to gain full access to the kitchen.

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve staffs' knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and use this knowledge to provide a stimulating environment and quality learning experiences for all children
- develop an effective system to monitor, review and improve the effectiveness of the educational programmes and planned learning activities to ensure they are effective in meeting the needs of individual children
- ensure that staff supervision arrangements are fully implemented and effective in monitoring children's learning, development and well-being and in identifying and addressing any issues
- ensure that fresh water is available and accessible to children at all times of the day and that children drink frequently to maintain good health
- ensure hygiene procedures are fully implemented, so that the environment is consistently clean and appropriate action is taken to prevent the spread of infection
- ensure the provider determines how the risk assessment identifies the aspects of the environment that need to be checked on a regular basis and ensures that the

risk will be removed or minimised

- ensure staff have appropriate qualifications, training, skills and knowledge and a clear understanding of their role and responsibilities.

## Inspection judgements

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

The manager has a weak understanding of the requirements of the revised Early Years Foundation Stage. Consequently, the quality of teaching is poor because staff are not appropriately supported in making sure children achieve the expected level of progress which is typical for their age. Staff fail to challenge, motivate and encourage children in their play and learning. For example, children sometimes wander aimlessly around the room, there is little interaction with staff and, therefore, children's learning and development is not effectively promoted. Staff also miss many opportunities to challenge children's thinking or help them to learn more. For example, as children talk about and show their muscles to their friends, staff do not respond or build on this as a way of extending children's learning. In addition, children are not adequately supervised at all times and staff ratios are not consistent or always appropriate for the number of children attending. This has a negative impact on children's ability to learn effectively as they are not provided with sufficient levels of staff attention needed to ensure they make as much progress as they can.

Children access a very basic range of toys and experiences that support some areas of learning. For example, they access a suitable range of books to develop their literacy skills. Children sit with the staff to read a chosen book, helping to turn the pages. However, as staff do not effectively engage children, this activity only lasts for a short period of time, and so children do not gain full benefit from this experience. Craft and painting activities are made available, although, these are mainly adult directed and do not allow children to express their own ideas or creativity. For example, children are asked by staff if they want to paint sunshine, using paper plates and paints already set up. Staff direct the activity by calling the children in to the messy area in turns, then covering the plate in yellow paint to represent the sun. This does not allow children to experience using their own creative ideas, talk about what they are doing or investigate different materials and textures. As a result, some activities are mundane, lack sufficient challenge and do not help children to develop the key skills needed for the next stage in their learning. Children get some opportunities to play in the outdoor area where they can access a very limited age range of toys. For example older children, use the baby rocker which offers little challenge to their developing physical abilities. Younger children enjoy playing in the water and are shown how to make more bubbles and how the water runs through the colander making the cups full. This helps to develop their interests in how water flows and how quickly the cups fill to the top, although, it is not used to best effect to fully develop their mathematical and technology skills.

Systems to track children's individual development over time towards the early learning

goals are being implemented and the mandatory progress check for children aged two is in place, and has been shared with parents. Children's learning records are completed, backed up with photographic evidence of some of their achievements. However, children's starting points and next steps are not always clearly identified. Consequently, staff do not have a secure knowledge of what children already know and can do and what they need to learn next, so that children can be supported in making as much progress as they can. Parents are aware of the children's learning records and have opportunities to see these and take them home.

The nursery has some children who are leaving for school and the staff have invited reception teachers in to the setting to meet the children in order to help ease their transition into school.

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

Children's health and safety is compromised because there is no secure methods in place for monitoring the quality of practice and ensuring that staff follow and maintain policies and procedures. As a result, some areas of the nursery have not been fully risk assessed or action taken to minimise possible risks. In addition, good hygiene is not consistently maintained. For example, there are dangers associated with long linked chains between the toilet area and messy room and children being able to freely access the kitchen unsupervised. The provision is not clean throughout as discarded food from children's meal times are left around table legs, children's furniture is unclean and used wipes are thrown on the floor, therefore posing a hygiene concern. Children receive adequate healthy meals and snacks throughout the day. For example, cereal, fruit, meat and rice dishes. Drinks are given to children at meal times. However, children are not able to freely access drinking water throughout the day, to make sure they remain hydrated and in good health. Children sleep in the designated room after lunch; they all have their own bedding and comforters and are supervised by a member of staff, whilst sleeping.

Children's behaviour is not managed or supported in an appropriate way to ensure that children understand and learn about acceptable ways to behave. Although there is a behaviour policy and procedure in place, this is not consistently implemented and children's poor behaviour is not always challenged by staff. Therefore, children do not learn to respect each other, take turns and be kind to each other. For example, children are seen to hit each other, pull each other off their chairs and do not take turns when playing outside.

Parents are asked to complete, settling in times for children and this is flexible according to the child's and parent's needs. Staff gather information about children's individual care needs, such as likes, dislikes and daily routines. This helps to settle children into nursery. All children are assigned a key person at the nursery and children develop generally positive attachments with staff. This helps to settle children into the nursery. Children have some opportunities to play outdoors in a secure garden, and benefit from being in the fresh air which enhances their health and well-being. For example, they develop some

physical skills as they enjoy playing on the bikes and climbing up the small slide. Staff and children practise fire drills to ensure they are aware of evacuation procedures.

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

This inspection was carried out following information received by Ofsted about sleep time routines. The inspection found that children are adequately supervised during their sleep time. For example, staff monitor the children throughout the time they are sleeping. However, there were other times during the inspection when children were not adequately supervised because staff were not effectively deployed and adult to child ratios were not consistently adhered to. For example, a large group of young children aged between one and four years were playing outside with limited staff support. This is a failure to meet the legal requirements of the Statutory Framework of the Early Years Foundation Stage.

The inspection also found that there is no effective system in place to monitor, review and improve the effectiveness of the educational programmes provided. Staff do not receive sufficient support and guidance from the manager in relation to teaching, and the manager's knowledge of the learning and development requirements of the revised Early Years Foundation Stage is not sufficient enough to identify strategies to improve this. This impacts on the effectiveness of the learning experiences available to children. For example, children's starting points and next steps are not known and planning and assessments are not monitored to ensure they are effective in meeting the learning needs of individual children. In addition, care practices are not effectively monitored to ensure children's well-being and safety is consistently protected. For example, staff do not act swiftly to implement the nursery's behaviour management policy and this results in some children displaying poor levels of behaviour that goes unchallenged. This is a failure to meet the legal requirements of the Early Years Foundation Stage and both parts of the Childcare Register. Some areas of the nursery have also not been risk assessed and this means some potential hazards to children have not been addressed. Staff have an awareness of child protection procedures and understand their roles and responsibilities in referring any concerns to protect the children in their care. Staff work within procedures to ensure parents sign all accident records and sign for consent to give medication prior to and after administration to promote health and safety.

The nursery staff are aware of the need to self-evaluate and steps are being taken to update and improve this. The manager is aware of the nursery's strengths and weaknesses and discusses these with staff through supervision and informal meetings. As a result, the manager has identified that staff may need more training. Management and staff have addressed some of the recommendations from the last inspection. For example, children have equipment in the garden to climb on to help to develop their physical skills, such as the slide. There are also words displayed for staff to use to help support children who have English as an additional language. There are suitable employment systems in place and new staff undergo an induction period, are asked to read the nursery's policies and undergo a probation period of three months. The manager holds some supervision meetings with staff to record their training and professional needs. However, these are not

fully effective in ensuring that all staff are fully supported to promote children's progress, their individual interests and safety and well-being.

The manager and staff work with parents adequately and keep them up-to-date with everyday information through daily feedback and a noticeboard containing relevant information for parents. For example, details of insurance cover, complaint procedures and the nursery's registration certificate are displayed, along with photographs of children participating in activities. Parents make some positive comments about the staff. For example, they say how pleased they are with the nursery and comment that staff are friendly and that their children are happy to attend. They discuss what the children have enjoyed doing through the day and children regularly take home pictures they have done, to share with their parents. The staff complete reports for children who are going on to school and have suitable links in place with local schools. This ensures adequate links and transitional procedures are followed, prior to children starting school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks. (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks. (voluntary part of the Childcare Register)



## 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY411222                 |
| <b>Local authority</b>             | Leeds                    |
| <b>Inspection number</b>           | 924694                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 26                       |
| <b>Number of children on roll</b>  | 35                       |
| <b>Name of provider</b>            | Sarah Smith              |
| <b>Date of previous inspection</b> | 19/09/2011               |
| <b>Telephone number</b>            | 0113 240 4080            |

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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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