

Jumpers! Day Nursery

25 St. Marys Road, Ealing, London, W5 5RE

Inspection date

03/04/2014

Previous inspection date

22/09/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff use observations and assessments effectively to plan for children's next steps in their learning. This helps children to make consistent progress in relation to their starting points.
- Staff help children to learn through motivating and supporting them to try things for themselves. Consequently, children enjoy learning through play.
- Staff support children's communication and language skills well, as they use good questioning techniques and model a wide range of vocabulary.
- Staff have good relationships with parents, which helps to promote children's learning and development between the nursery and home environments.

It is not yet outstanding because

- Staff working with the babies, sometimes miss opportunities to support children's developing physical skills by providing resources to encourage them to learn to walk.
- Staff do not always use age-appropriate techniques when talking to children about the effect their actions have on others.

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 checked safeguarding policies and procedures and risk assessments.
- The inspector checked evidence of staff qualifications, including paediatric first aid.
- The inspector observed staff and children playing indoors and outside.
- The inspector spoke to some children, staff and the management.
- The inspector conducted a joint observation with the manager.

Inspector

Sue Mann

Full report

Information about the setting

Jumpers Day Nursery registered in 2001 and is run by West London YMCA. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a purpose-built building, in the grounds of the YMCA in Ealing, in the London borough of Ealing.

The nursery is open each weekday from 8:00am to 6:00pm, 51 weeks of the year, except bank holidays. There are currently 38 children on roll who are in the early years age range. All children share access to an enclosed outdoor play area. The nursery employs 12 staff, of whom 9 hold appropriate early years qualifications. The nursery receives funding to provide free early education for children aged three- and four- years old. The nursery staff support children who have special educational needs and/or disabilities and children who learn English as an additional language.

What the setting needs to do to improve further

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

- provide further resources to support the youngest children eagerness to learn to walk
- develop lunchtime routines to ensure that children are not kept waiting unnecessarily
- further develop the way that staff talk to children about the effect their actions have on others

Inspection judgements

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

Children enjoy learning through play as staff use good teaching practices to interest and engage children in a wide range of activities and experiences. Staff encourage children to follow their interests, which means that they engage and are motivated to learn. For example, staff use an earlier observation of children's interest in jumping on the paving stones outside. They develop and extend this by drawing a hopscotch grid on the pavement and show children how to play. Children enjoy throwing the stone and then jumping through the different numbered boxes, counting as they go. They use their balance and co-ordination skills to bend down, collect the stone and turn back to return to the start. This good use of building on children's interests helps them to develop their

physical skills and use mathematical concepts in play. Staff spend time helping children to create an 'underwater' messy play experience. They use coloured sand, pebbles, shells, plastic animals and plastic dolls to support children's interest in mermaids. Children enjoy using their imaginative skills to play with the resources, ably supported by staff who sensitively join in. They ask children a range of questions which help them to extend their learning, through making connections between films they have seen and their play. For example, staff ask the children what the mermaids eat and where they sleep.

Staff observe children regularly to see what they are able to do and use this information well to consistently monitor children's progress in relation to their starting points. Staff gather information about what children can do prior to starting, using 'All about me' forms. In addition, they regularly ask parents for updates on what they see their children doing at home. This means that staff are able to plan for the next steps in children's learning and development, supporting their ongoing interests. Neat, informative learning journals, which also contain examples of children's work and photographs, allow parents to keep up to date with how their children are doing and to support their children at home. Consequently, children are making consistent progress in relation to their starting points and are ready for the next stage in their learning and development.

Staff who are working with the babies, plan fun, interactive activities and experiences, to support babies' personal, social and emotional development, as well as their physical development. They blow bubbles to the children, which excites and interests them. This encourages them to try to reach the bubbles, delighting as they pop them. Staff further support this by using relevant language, which the youngest children try to copy. Consequently, this supports children's speaking and listening development. The youngest children have a range of resources to support their development across all seven areas of learning. Children enjoy listening to songs and action rhymes, which they respond to by clapping and moving their bodies to the music. The older babies try to repeat some of the words they hear, which staff praise them for. This helps to develop children's confidence in using language for communication. However, staff do not maximise opportunities to encourage babies to pull themselves up and take their first steps. This is because resources for children to use push-along toys and develop their physical skills are limited.

All children enjoy listening to their favourite stories. Staff set aside group time to enable children to sit together. This helps children to learn to listen and be attentive and share social times with their friends. Staff encourage children's interest in books, by reading to children using different tones of voice and facial expressions. Children become captivated by the story and listen intently to find out what happens next. Staff working with the older children use questions and ask children to predict what might happen next, which helps to engage children in the story. Consequently, children develop a love of books and take themselves off into the book area to quietly look at a book, or share a story with their key person.

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

Staff support children's personal, social and emotional development well. This means that children feel safe, secure and have good relationships with their key persons. Babies who are settling in show confidence in separating from their parents, enjoying warm, loving and consistent care from their key person. In addition, every key person has a 'buddy' who takes over and provides care for his or her key children when they are not present. For example, on lunch breaks or holidays. This means that children are happy, and ready to learn through play. Older children play happily together and enjoy similar support from their key persons. Children approach their key person to talk to them or ask them to help them with their chosen activity or game. For example, children pretend to be cats and dogs and ask staff if they can have some head decorations to represent their chosen animal. Staff take this opportunity to talk to children about the different features on a cat and dog and help them to make 'ears' for the children to wear. The children proudly go off making the appropriate animal noises and enjoy playing together. This helps children to express their ideas and use their imaginative skills as they play.

Children behave well because staff teach them how to manage their own behaviour and have high expectations of them. The staff use gentle reminders when children forget to use their 'indoor feet', and praise them when they remember. Older children show confidence as they take turns, share and negotiate with other children during group games. For example, children wait for their turn when playing hopscotch. They stand at the side of the playground and support their friends as they all have a turn. Staff are able to turn to nominated member of staff who is responsible for behaviour management if they need advice or guidance on how to manage children's behaviour. Staff are able to manage children's behaviour well, using words to describe emotions and giving simple explanations about the effect their actions may have had on their friends. However, sometimes, staff working with the babies, ask them to say sorry, before they are old enough to understand the sentiment. Therefore, staff are not always using age-appropriate techniques to support children.

Staff support children's understanding of the importance of leading healthy lifestyles well. They provide children with fresh drinking water, which children can help themselves to when they are thirsty. Children also have plenty of fresh fruit and healthy, balanced hot meals and snacks. For example, children enjoy hot meals of chicken and mixed vegetables. There is an outdoor play area available for the children, which provides play equipment to support children's developing physical skills. They can climb, develop their co-ordination and balance or ride around in cars and sit-and-ride toys. All play equipment is on a soft play surface, which means that risks to children hurting themselves are minimised. In addition, staff supervise children while they are outside, which means that children's well-being is supported.

The staff have good links with other settings that children attend and with the local schools. This enables staff to share information about individual children prior to them starting school. Consequently, teachers are able to understand new children's starting points and to plan accordingly. This helps children to move smoothly into school.

The effectiveness of the leadership and management of the early years

provision

The management team have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The inspection took place to check the provider's ongoing compliance following concerns raised to Ofsted. The investigation found that the providers were in breach of a number of the legal requirements and consequently, Ofsted issued a welfare requirement notice and set actions to improve. The inspection found that all actions have been successfully addressed and the provider now meets the legal requirements. Staff have had safeguarding training to help them understand the nursery's safeguarding procedures. They know what they should do if they have any concerns about children in their care, and what to do in the event of an allegation against a member of staff. All policies and procedures have been updated in line with guidelines from the Local Safeguarding Children's Board and the local authority. The management regularly reviews these policies to ensure that they reflect current guidelines. In addition, risk assessments are thorough, which means that the equipment and premises are suitable for children to play in. Staff constantly supervise all children playing on the equipment, and are aware of the age restrictions for the different equipment. Other measures, such as a soft play surface that has been laid down, demonstrate that the management have thought about how to maximise children's enjoyment of being outside safely. Consequently, children are better protected should they fall over.

The management have assessed the security at the nursery and they ensure that all entrance gates are locked, which means that all visitors and parents have to ring the door bell and come into the nursery through the main door. This means that staff are able to supervise children, and that unauthorised persons cannot enter the nursery unattended. Therefore, staff are responding appropriately to help safeguard children. Management check the registers daily, which helps to ensure that they accurately reflect children's arrival and departure times; this enables staff to monitor children's attendance and to complete regular head counts during the day. The management also meet the legal requirement to ensure that there are always enough staff on the premises with paediatric first aid certificates, in order to respond to emergencies quickly.

Children have regular opportunities to learn how to protect themselves in the event of an emergency. Consequently, the management are taking all reasonable steps to ensure the safety of children and staff on the premises.

The manager uses robust and rigorous procedures to ensure that all new staff are suitable to be working with children. She interviews and offers trial sessions to possible applicants. This helps the manager and room leaders to observe new staff's knowledge, teaching practices and interactions with children. All new staff have the necessary checks, through the Disclosure and Barring Service, to ensure that they are suitable to be working with children. In addition, the manager requests a health declaration as well as proof of references and qualifications. Induction procedures and a probation period further support new staff as they begin to learn their new roles and responsibilities.

There are good systems in place to ensure that staff have regular supervision meetings. This enables the manager to monitor staff's performance and helps to support their

teaching practices. The manager encourages staff to further their knowledge and understanding of how to promote positive outcomes for children, and she regularly books them onto training courses. Consequently, staff have the knowledge to support children's learning across the seven areas of learning of the Early Years Foundation Stage. Yearly appraisals help staff to reflect on what they have achieved over the previous year and to set new goals. This enables staff to further develop their professional qualifications, or to undertake training to improve their practice in specific areas, such as working with children who have special educational needs and/or disabilities.

The management examine children's learning journals regularly, to monitor the effectiveness of the educational programmes and to check that staff are able to identify correctly children's current stages of learning and plan for them appropriately. Consequently, children are making consistent progress in relation to their starting points and they are ready for the next stage of their learning or their move to school.

The management and staff team show a good capacity to maintain the continuous improvements in the nursery. All previous actions and recommendations have been successfully addressed. The management use reflective practice and self-evaluation to monitor the effectiveness of the educational programmes, the environment and the support staff provide for the children. They seek the views of the parents through regular discussions; they also talk and observe the children playing. This helps to identify what children like doing, and whether there any areas of the nursery that would benefit from improvements. The nursery is about to be expanded, so a particular priority is enhancing the environment for the children in their new rooms.

Good links with external professionals help staff to seek support or guidance, should they have any concerns about children in their care. Professionals are welcomed into the nursery, to observe children in their familiar environment and to chat to their key persons about their learning and development progress. This enables staff to support children with special educational needs and/or disabilities well, because intervention plans can be implemented and shared with parents. This helps all children to make good progress in relation to their starting points.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	160175
Local authority	Ealing
Inspection number	951799
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	38
Name of provider	West London YMCA
Date of previous inspection	22/09/2010
Telephone number	0300 11 11 505

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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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