

Jumping Jacks Private Day Nursery

34 Ullswater Road, GOLBORNE, Greater Manchester, WA3 3EY

Inspection date	22/04/2014
Previous inspection date	20/05/2011

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 plan interesting and wide-ranging activities that meet the needs of all children.
- The key person system is effective and firmly embedded so children are happy, well cared for and enjoy their time in the nursery.
- Children are confident, behave well and play harmoniously with their peers because staff are positive role models and praise children when they try things for themselves.
- Managers and staff have a very good knowledge and understanding of safeguarding policies and procedures; these are implemented well to ensure children are protected.

It is not yet outstanding because

- Opportunities to further develop children's already good mathematical skills, for example, using language to describe position, size and capacity to compare objects, are not fully optimised.
- Procedures to monitor and further enhance staff performance do not yet include planned peer observations in order that staff can build on already good practice.

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 in all of the rooms and in the outside area.
- The inspector conducted a joint observation with the manager.
The inspector checked evidence of the suitability of the staff working with the children and looked at induction and staff training procedures. The inspector also looked at policies and children's records.
- The inspector spoke to the managers, staff and the quality assurance officer from the local authority.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of children and one parent spoken to on the day and from information included in questionnaires.

Inspector

Emily Wheeldon

Full report

Information about the setting

Jumping Jacks Private Day Nursery was registered in 1998 and is run by an individual provider. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 employs 20 members of childcare staff. Of these, one has Early Years Professional status and 19 hold early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for one week over the Christmas holiday. Children attend for a variety of sessions. There are currently 79 children on roll; all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak 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:

- extend children's good skills in mathematics further by supporting them to use everyday language to talk about capacity, size and position when comparing quantities and objects in planned and unplanned activities
- enhance existing good systems for performance management further by ensuring peer observations are firmly embedded in practice so that staff continue to improve their understanding and practice.

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 because the quality of teaching is strong and consistent across the nursery. Staff have high expectations and have a secure knowledge of the children so activities are tailored well to meet their interests and needs. Observations staff make of children's learning are effective and staff know what they need to do to move children on in their learning. Planning is individualised, activities are interesting and children have a broad and balanced curriculum. Assessments are accurate and clearly identify any gaps in learning and appropriate support is put in place to ensure all children are where they should be developmentally. Parents are heavily involved in their child's learning and links are strong. For example, parents regularly share comments about their child's interests and learning at home with staff verbally and on observation sheets. As a result, staff have an accurate picture of children's needs.

Toddlers enjoy investigating the properties of materials and watch in awe as they mix dry

mashed potato granules with water and coloured dye. They are inquisitive and keen to get messy, hence exploring materials using all of their senses as appropriate. Staff successfully model language, such as 'squishy' and 'wet' so toddlers develop good language and communication skills. Children who speak English as an additional language make good progress in their speaking skills. This is because staff regularly communicate with parents to find out key words in their home language. They then incorporate these words in the nursery so children feel a strong sense of belonging. Pre-school children develop good literacy skills because staff regularly reinforce learning about letter sounds. Planned and unplanned activities to support writing skills are effectively implemented. For example, pre-school children enjoy moving wooden sticks in glittery sand to form letters in their name. These opportunities effectively prepare children for school. Teaching is strong and staff effectively encourage children to discuss what they see as they play. For example, staff ask children questions relating to characters in a story. Mathematical concepts are taught well, for example, supporting pre-schoolers to count to 10. When children happily count the number of cups of water it takes to fill a container, staff support them well. For example, children count two cups of water and staff say, 'if you add one more how many will there be?'. However, staff do not consistently use opportunities to extend children's mathematical language further. For instance, staff do not always fully support children to use everyday language to describe the position, size and capacity of objects. As a result, children are not extended fully in their mathematical skills.

Pre-school children enjoy operating simple programmes on interactive tablets and know how to select icons as appropriate. Consequently, they have a secure understanding about how computers work. Toddlers enjoy taking on different roles and demonstrate good creative skills as they pretend to pour cups of tea for their friends. Children of all ages demonstrate good physical skills. For example, they stack bricks on top of each other and pick up small plastic fish shapes out of the water.

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

A key person system is firmly embedded and enables children to feel emotionally secure and settled. Staff work closely with parents to establish children's starting points and they also carry out observations in the setting. This forms an accurate baseline for staff to track children's progress. Transitions from home to the setting and when children go to school are successful. This is because staff prepare parents and children well. Parents comment positively about the care provided by staff. They say, for example, 'the settling-in procedure was fantastic. It made the whole process for our daughter and us very easy and worry free'.

Staff support children to become independent and know when it is necessary to intervene and when to allow children to work out things for themselves. For example, toddlers are encouraged to zip up coats and select resources so they can make choices in their learning. Those who are ready to, manage their own personal hygiene by taking themselves to the toilet and washing their hands afterwards. Such experiences as these, support children to be ready for the next stage in their learning or school life. Staff are positive role models to children and boundaries are clear. As a result, children are very well behaved and play harmoniously with their peers. Pre-school children have a strong

sense of danger and know how to keep themselves safe. For instance, they know that they must handle scissors carefully in case they cut their fingers.

Children have a good understanding of healthy lifestyles. They are provided with healthy snacks and meals and are familiar with routines, such as brushing their teeth after eating. Pre-school children know the importance of good oral hygiene and say, 'brushing gets rid of food and keeps our teeth clean'. Children have opportunities to move in a variety of different ways. For example, children enjoy running outside, climbing steps leading up to a slide and playing in the sand.

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

Safeguarding children is given the highest priority in this nursery. All staff have a secure knowledge and understanding of the signs and symptoms of abuse and know who to contact should they have concerns. All staff are thoroughly checked regarding their suitability to work with children and robust induction procedures are in place. Safeguarding policies and procedures, such as a whistleblowing policy, are implemented well and are known and understood by staff. Students who work in the nursery are always supervised and closely monitored by staff. This inspection took place following notification of concerns about the suitability of a student who worked in the nursery. The inspection found that managers were following the correct procedures and were meeting the welfare requirements. The incident was related to activities outside of the nursery and police were involved. The managers and outside agencies carried out a full investigation of the area of concern and Ofsted was informed immediately. Daily safety checks and comprehensive risk assessments of the premises are effective. This means that potential hazards are removed so that children are kept safe. All visitors sign a visitors' book and are asked to show identification badges. Staff also remind visitors and parents to switch off their mobile phones before they enter the nursery building. High regard is also given to recording accidents, incidents and administration of medicines, and parents are kept well informed. Consequently, children are safeguarded fully.

Self-evaluation is strong and takes into account the views of staff, parents and children. Managers and staff are reflective learners and are effective in making changes to improve the quality of the provision. For example, priorities are shared and displayed for parents to see and parents can contribute to the self-evaluation process. Staff have met previous recommendations from the last inspection and have taken on board advice and support from the local authority. For example, they now ask parents to share information about children's learning and development when they start. This means that staff have a more accurate picture of children's starting points so they can track their progress. Medical records and staff records are more detailed and more robust. Managers are well organised and have a good knowledge of the skills of their staff. They ensure regular supervisions and regular staff appraisals take place so that staff recognise their strengths and access a range of suitable training. However, peer observations are not yet fully embedded. As a result, staff have fewer opportunities to observe one another's practice. The monitoring of educational programmes is secure and ensures children receive a broad and balanced curriculum. Assessment and tracking of children's progress is accurate and effective in

identifying gaps in learning. As a result, the provision is secure in meeting the needs of all children.

Well-established links are forged with parents, local schools and outside agencies and result in effective continuity of care for children. Parents are encouraged to contribute to assessments and are given ideas to support their children's learning at home. Staff share information about children's learning and development with the school via transition records and discussions with teachers. This ensures there is effective continuity of care.

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	323018
Local authority	Wigan
Inspection number	964967
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	79
Name of provider	Beverley Stradins
Date of previous inspection	20/05/2011
Telephone number	01942 513345

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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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