

Jumping Jacks Nursery

43 Powder Mill Lane, Whitton, Twickenham, Middlesex, TW2 6EF

Inspection date

Previous inspection date

02/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff are kind and caring towards the children and, as a result, children demonstrate secure levels of confidence.
- Children are able to express themselves as staff ask open-ended questions that encourage their language skills.
- Staff have created a warm welcoming environment for the children, which helps them to feel valued and respected.

It is not yet good because

- The required progress check for children aged between two and three years is not completed in a consistent manner and details are not recorded. This means staff cannot effectively plan for children at this age.
- Resources in the role-play area do not reflect children's family lives and communities. This means children's experiences in this area does not broaden their knowledge of how others live.
- Some of the resources and equipment are not well maintained and as a result children do not fully benefit from them.

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 children's play and staff interaction, both inside and outside.
- The inspector talked to parents, staff and children and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full report

Information about the setting

Jumping Jacks Nursery registered in 2002. It operates from four rooms on the ground floor of a residential property in the London Borough of Richmond. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm, all year round apart from one week at Christmas. There are currently 59 children in the early years age range on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs five staff, of whom four hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure the progress check for children aged between two and three years shows what children do well and any emerging concerns, is dated and includes the child's date of birth
- ensure the systems for observation and assessment is consistent and all staff know their role in the system.

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

- improve the learning environment for example by making sure equipment and resources are well maintained
- enhance children's real-life experiences by using resources that are real and natural in the role-play area.

Inspection judgements

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

The children play and learn in a busy, happy atmosphere. Staff in the nursery provide children with an appropriate range of activities that excite and challenge them. Staff demonstrate they have a suitable understanding of the Early Years Foundation Stage. As a result children are well cared for. Staff know the children well and use observations of the

children to plan for their learning and developing needs. However this is not consistent and means the teaching of children is variable and the opportunities for children to make good progress are inconsistent. Furthermore the required progress check for children aged between two and three years is not consistently carried out. Some reports are incomplete and lack all necessary information. This means staff are not fully aware of each child's progress and, as a consequence, are not able to plan effectively for them.

Staff talk to the children and encourage them to think for themselves, asking them open-ended questions. For example, they ask them to recall a visit from a parent who talked about living in France. Children excitedly recalled discussions about frogs' legs, snails and garlic. The children also remembered how to sing a song in French. This fully supports children's communication skills and provides opportunities for them to gain confidence and learn more about the world around them.

Staff use circle time well to encourage children to think about numbers to develop their mathematical skills. The children count how many of them there are and are pleased to note there are more boys than girls.

Children have suitable opportunities to use their creative skills painting and naming flags from the football world cup. Children have made football players and added their own faces to the players. This supports children to understand about current news items as they express their creative skills. Staff fully support children's own choices and young children have great fun exploring the feeling of paint, foam and rice on their hands. Staff use this opportunity to ask children to describe how the rice feels when water is added. Staff make use of labelling and samples of writing to extend children's understanding of letters and words to support their literacy development. Although children enjoy using the role-play area, the resources do not reflect things used in real homes. This means that children do not experience images and resources to deepen their understanding of different lifestyles in the world around them.

The children are encouraged to develop physically and they make effective use of the outdoor area. Children make use of the space to climb and explore and are delighted when they hide under sheets and staff search for them. There is plenty of laughter when the children jump out. Younger children are developing their muscles and cooking skills as they make play dough. Staff talk to the children about the ingredients and how many cups are needed. Questions such as 'how many more do we need?' develop young children's understanding of mathematical concepts. Staff praise the children which reinforces their feelings of self-worth and pride in their achievements. Children are particularly pleased to read to their friends and to listen to stories. Staff enrich this activity asking the children to describe what they can see in the picture and what they think the story is about. This further enhances children's imagination and language skills.

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

Children are settled and happy in the nursery. Staff use information gathered from parents at registration to establish relationships and help children feel secure. Staff know children

well and are able to describe how they can be supported to meet each child's needs. Strategies to support children with special educational needs and/or disabilities are in place. The staff work closely with other professionals to support the children and their families. Staff sensitively use activities to talk to the children about turn taking and sharing to help them understand behaviour expectations. They deal with any behaviour incidents in an appropriate manner to support children's personal, social and emotional development. Children are asked 'what does selfish mean?' older children confidently reply 'when you are thinking about yourself.' This supports the children to feel confident and develops their self-esteem.

The environment is eventful and busy with a varied range of toys and resources available to support children's learning through play. There are samples of children's creative work displayed which gives children a sense of pride. Staff have used labelling with resources to encourage children to think, for example with questions such as what do we use a phone for? The children have answered 'to order a pizza'. However some of the labels are falling off and some of the resources have parts missing and are not clean. This means children do not always fully benefit from being able to successfully use the resources as they play.

All children are able to talk about good hygiene practices; for example they all know they need to wash their hands after they have been to the toilet. Children are developing an understanding of healthy diets. They help themselves to fruit at snack times and are reminded to drink plenty of water in the hot weather to support their well-being. Children learn to safely cut fruit for their snack. Meal times are a happy social event for the children.

Children are cared for in a safe and secure environment and are learning the importance of how to keep themselves and others safe. For example, children learn the procedures to follow in the event of an emergency, as evacuation drills take place frequently. Children are beginning to understand why it is important to walk in the nursery and to take care around each other. Furthermore children know why it is important not to sit in front of the door. They tell staff and each other 'we will bump our heads'.

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

The provider demonstrates a suitable knowledge of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage. All of the required documentation is in place, which helps staff to protect children's welfare. Arrangements for safeguarding children are securely in place. The policies and procedures are thorough and contribute to the safety and welfare of the children. The designated safeguarding person on site has completed appropriate safeguarding training to fulfil this role. Staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care to help keep them safe. In addition staff have a secure understanding of the whistle-blowing procedures to follow in the event of allegations against a member of staff to help to keep children safe.

Recruitment procedures are robust. As a result, suitably qualified and experienced staff care for children. An induction process means all new staff are familiar with the policies and procedures of the nursery. A clear and achievable system for appraisal supports the continuous improvement of the staff and educational programmes for children. This means the staff remain motivated and enthused to bring their new ideas into the nursery. The provider and the manager work with a local children's centre to share skills, which in turn benefits the children.

Staff are generally secure in their knowledge and understanding of the learning and development requirements and implement these well overall. This enables them to support children in making suitable progress in their learning. The staff group work well together and they are supportive to each other. For example, they inform each other when they are leaving the room, which means children are supervised well during the day.

Staff have developed sound relationships with parents. They exchange information about children's activities with parents each day so they are aware of what their child has been doing and learning. Parents are invited into the nursery to share information about their lifestyle and to help children with activities such as cooking. Parents speak positively of the nursery; they feel part of their children's learning and are happy with the information they receive from the staff. Staff work closely with other professionals to support the children and their families. Comprehensive care plans tell staff how to care for the children and this means the needs of these children are fully met.

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	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	EY216743
Local authority	Richmond upon Thames
Inspection number	979318
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	28
Number of children on roll	59
Name of provider	Jumping Jacks Nursery Limited
Date of previous inspection	not applicable
Telephone number	0208 755 3033

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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
Manchester
M1 2WD

T: 0300 123 4234
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