

# Jumping Jack's Day Nursery

408 Oakwood Lane, LEEDS, LS8 3LF

## Inspection date

22/07/2014

Previous inspection date

18/07/2013

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

4

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 safeguarded because staff have weak knowledge and understanding of how to identify children who are at risk of harm. They do not know what to do if an allegation against a member of staff is made. In addition, safeguarding policies are not followed, registers of children's attendance are not maintained and staff are not rigorously vetted prior to employment.
- Children are not sufficiently supported to make good progress in their learning and development. This is because staff do not plan for their individual needs or share learning with parents in order to support children between home and the setting. Also, information regarding staffing and staff's responsibilities is not shared with parents.
- Children's well-being is compromised because staff do not provide healthy, nutritious meals for children or keep the premises clean to prevent the spread of infection. Also, children's health is further jeopardised because staff do not ensure children are protected from the sun when playing outdoors.
- Staff are not fully aware of their roles and responsibilities because the leadership and management of the setting are poor. The organisation of documentation is weak and some are not available for inspection. Furthermore, staff are not supported to improve their practice to become competent in supporting children's learning and development.

### It has the following strengths

- Children are supported by staff to develop their physical skills both indoors and outdoors.

## 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 in the two base rooms and in the outdoor area.
- The inspector held discussions with the deputy manager, local authority advisor, staff, children and one parent.
- A range of documents was inspected, including observations, children's development files and tracking of children's progress.  
The inspector checked evidence of staff Disclosure and Barring Service checks,
- training certificates, policies, procedures, risk assessments, registers and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Laura Hoyland

## **Full report**

### **Information about the setting**

Jumping Jack's Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a part of a large office building in Gipton, on the outskirts of Leeds and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The setting opens Monday to Friday, all year round from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The setting 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 requiring the provider to:

ensure all staff know what action is to be taken in the event of an allegation being made against a member of staff

provide children with healthy, balanced and nutritious meals and snacks

ensure the premises and equipment are clean and hygienic with specific regard to the kitchen and nappy changing area.

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

- train all staff to understand the safeguarding policy in order to identify the signs and symptoms of possible abuse and neglect
- maintain an accurate daily record of the names of children being cared for and their hours of attendance
- implement robust recruitment procedures to ensure the suitability of all staff is verified
- use information gathered through observations of children to plan for each child's individual needs in order to support them to make good progress in their learning and development
- provide information to parents about the range and type of activities and experiences provided for children and how the Early Years Foundation Stage is being delivered
- ensure parents are provided with the name of their child's key person and the staffing in the setting
- promote the good health of child attending by ensuring they are protected from the sun when playing outdoors
- ensure records are easily accessible and available at inspection, with specific regard to the deputy manager's qualification certificate
- ensure supervision meetings provide opportunities for staff to receive coaching

and improve their personal effectiveness.

## Inspection judgements

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

The quality of teaching is inadequate because staff are unaware of how to fully support children's learning. Staff do not have an effective way to plan for children's individual needs. This means that although observations of children are used to identify next steps in their learning, they are not used to plan for children's individual learning. Consequently, children are not supported to make good progress from their starting points. Children enjoy their time in the setting and resources and activities are available for them to choose from. Parents comment that children enjoy attending. However, information regarding the activities and experiences offered to children are not shared with parents either. For instance, parents are unaware of the Early Years Foundation Stage and how it is delivered within the setting and therefore, parents are unable to share in their children's learning and development. Furthermore, parents are not supported to extend children's learning at home.

Children enjoy playing with their friends and staff in the setting. They especially like playing outside because they are able to access a range of large equipment. Older children play on the slide and experiment descending in a variety of ways. Younger children play together on the see-saw and sing a range of their favourite songs with staff. All children cooperate and take turns to practise moving on the wooden logs. They carefully step from one to another and delight in their ability to manage these small risks with ease. Indoors, children use their small muscle skills to experiment with bubble wrap, popping the bubbles excitedly. These activities support children's physical development well.

Children are developing some skills that they require to successfully learn at school. For example, they listen well to staff's instructions and behave appropriately. Children help each other with tasks and the older children take responsibility for younger children. For instance, when lining up to go outside, older children ensure they are holding the hands of younger children to guide them to the outdoor play area. The personal, social and emotional skills that children are developing are vital for successful future learning.

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

Staff do not sufficiently promote children's well-being. For example, the nappy changing area and kitchen are not thoroughly cleaned between nappy changes, and this poses a risk of the spread of infection. Furthermore, children's health is compromised because meals and snacks are not balanced, nutritious or healthy. For example, cereals provided are have a high sugar content. Children do access the outdoors daily and engage in physical activity. However, they are not protected from the sun because staff do not ensure children have sun cream to protect their skin during very hot weather. This means children's good health and well-being are significantly compromised.

Children behave well and listen to instructions given by staff. This shows that they respect staff and have created trusting relationships with them. However, children are cared for in a false sense of security. This is because staff have a weak knowledge and understanding of how to protect children from harm. They do not have a competent understanding of how to report any concerns about children's well-being or concerns about staff behaviour. In addition, registers of children's attendance are not accurately maintained to ensure all children are accounted for at all times.

Children are settled in the setting and parents comment that they enjoy attending. Children have formed positive attachments with staff and confidently ask them for help or reassurance when needed. Each child is assigned a key person when they start in the setting. However, staff do not always inform parents of who their child's key person is or how the staffing is managed in the setting. This means that parents are not aware of the role of the key person or who is often caring for their child. As a result, partnerships with parents are not well established.

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

The leadership and management of the setting are inadequate. Children are not adequately kept safe because staff have a poor knowledge and understanding of the signs and symptoms of abuse. Staff are unsure of the action to take if an allegation is made against a member of staff. Registers of children's attendance are not maintained to ensure children are kept safe and accounted for at all times. In addition, the recruitment procedure is extremely weak. Staff are not thoroughly vetted to ensure they are suitable to work with children. They do have Disclosure and Barring Service checks; however, recruitment processes are not robust, references are not sought for staff, which means their overall suitability to work with children is not known. This means there are several breaches of the Early Years Register and both parts of the Childcare Register, which have a significant impact on children's safety and welfare.

The deputy manager is currently in charge of the setting due to the manager being absent for a number of weeks. The deputy manager is trying hard to manage the setting and support other staff with the planning of children's activities, however, she is not fully aware of the role and responsibilities, to ensure she has the necessary skills to lead the nursery in the absence of the manager. Therefore, when required, the deputy is unable to make available the required documentation to support the inspection process. For example, the details of staff qualifications cannot be verified. Staff have annual appraisals and regular supervisions with the manager of the setting. However, appraisals are very basic and even though the manager has Qualified Teacher Status supervision meetings do not provide opportunities for staff to discuss their personal effectiveness and no support or coaching is given by the manager. This means the capacity for staff to continually develop their practice is weak.

The setting has received several monitoring visits by Ofsted since the last inspection. Staff have completed some actions required and are aware of the need to further improve. However, not enough progress has been made and there is not a clear drive for

continuous improvement. Staff receive support from the local authority advisory team. Training sessions have been held for staff to attend and the local authority carry out regular visits and audits; however, this has not made the necessary improvements to the nursery. In addition, actions and recommendations previously raised are not promptly acted upon, which have a detrimental effect on the children attending the nursery. There are currently no children attending with special educational needs and/or disabilities, although the staff are aware of where to seek advice and support from should they require it.

### 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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- provide parents with information about the activities the children will undertake (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- provide parents with information about the activities the children will undertake (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	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

<b>Unique reference number</b>	EY411222
<b>Local authority</b>	Leeds
<b>Inspection number</b>	936932
<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>	16
<b>Name of provider</b>	Sarah Smith
<b>Date of previous inspection</b>	18/07/2013
<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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