

Jumping Jacks Day Nursery

6 Balaclava Road, Kings Heath, Birmingham, B14 7SG

Inspection date	29/10/2014
Previous inspection date	25/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Children make good progress in their learning and development because staff deliver a wide range of stimulating activities with good quality teaching. Staff focus very strongly on the promotion of children's language skills, ensuring they effectively learn to communicate.
- Children's independence is exceedingly well promoted through learning and routine activities. They form exceptional bonds with key persons, resulting in a significant sense of belonging in the nursery.
- There are highly effective partnerships with parents, who receive a wide range of information to actively contribute to their children's learning and development, ensuring their needs are consistently met.
- Staff have a good understanding of their safeguarding responsibilities and regularly refresh their understanding of the procedures to protect children and to keep them safe.

It is not yet outstanding because

- Staff occasionally miss opportunities to help children learn about the reasons for eating healthy foods.
- Management have not sufficiently monitored or evaluated the lunchtime procedure to ensure that it is smoothly managed for the benefit of children.

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 evidence of the suitability and qualifications of staff working with children.
- The inspector spoke with the provider, the manager, staff and the children.
- The inspector observed activities in care rooms and carried out a joint observation with the manager.
- The inspector looked at documents including children's development records, staff's and children's files, policies, training and supervision records.
- The inspector took account of the views of parents spoken with on the day and from information included in the nursery's parent survey.

Inspector

Adelaide Griffith

Full report

Information about the setting

Jumping Jacks Day Nursery opened in 2007 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by the provider and is situated in the Kings Heath area of Birmingham. Children are cared for in five rooms and have access to an enclosed outdoor play area. The nursery opens five days a week from 7.30am to 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 35 children on roll in the early years age group, who attend for a variety of sessions. The nursery receives funding for the provision of free early education for two-, three and four-year-olds. It supports children who speak English as an additional language. There are currently 10 staff working directly with the children. Of these, nine have appropriate early years qualifications at levels 3 and 6, including one who has Early Years Professional status.

What the setting needs to do to improve further

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

- sharpen the focus on children's awareness of healthy eating by helping them to learn about the reasons for making healthy choices
- improve the systems to evaluate and monitor practice to include all care routines, with particular regard to the organisation of the lunchtime routine, so that children are able to fully enjoy and benefit from this part of the day.

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 and development because staff provide a wide range of stimulating activities that they enjoy. Staff consistently observe what children know and can do to plan across all areas of learning, ensuring there is depth and breadth to the activities. A continuous provision of water and sand play is always available in the pre-school room because these are favourite resources that children select for their play. As a result, they develop a wide range of skills as they readily engage in play and learning. Children use one-handed tools with good control to make balls in the wet sand, and consistently count as they place these balls on a small racquet. They recognise complex shapes of shells and use moulds to form shapes. Enthusiastic staff motivate children to learn and skilfully follow children's lead. They competently challenge children to solve problems by comparing the sizes of buckets which children fill and empty as they play. This means that children are developing an understanding of volume and measures. Staff consistently help children to extend their learning, such as when they talk about bubbles and why they float. They use effective methods that support children to recall

experiences. This helps them to make good links between play at home and at nursery. Therefore, children learn to confidently use language to share their ideas.

Throughout the nursery, staff plan activities around children's interests so that they have worthwhile learning experiences. Babies have many opportunities to develop their skills in understanding what is said because staff constantly communicate by speaking and by using sign language. These younger children learn to maintain eye contact and follow the mouth movements made by adults. In response they babble and form very strong relationships with the staff. Staff are very attentive to children's changing interests. For example, children in the toddler room have shown a preference for pushing and pulling resources. Staff followed this up by planning fun activities with teddies and cars to build on their preferences. While children push teddies around on the cars, staff skilfully introduce mathematical language by talking about big and small teddies. Similarly, through observations, staff identify that pre-school children are developing an interest in using scissors. They provide plenty of opportunities for children to use this equipment and they then move them on to cutting more complex shapes as they develop increasing skill and precision.

Staff work exceptionally well with parents to promote children's learning. Many examples of parents' contributions to their children's learning are displayed in the nursery. For instance, there are several displays of artwork in the baby room. These were completed with parents who attend regularly, taking advantage of the opportunities to be involved in what their children do. Staff ask parents about their expectations when children first start and then follow through with frequent discussions about their child's next steps. Parents often write their 'wish list' of targets for their children's further learning, such as to develop children's imaginative play and their listening skills. Precise assessments of children's development are shared with parents, who write their comments on the feedback sheets. There is good support for specific groups of children who attend the nursery. For instance, a progress check is carried out for all children between the ages of two and three years. These clearly show children's achievements and where staff need to provide support. Children who speak English as an additional language are making very good progress in their communications skills and their ability to speak in English. Therefore, they are effectively prepared for the next stage in learning. Children receive good support to develop early writing skills and they confidently identify at least the first letters of their names. For instance, children recognise their names on cups, which are placed on the tables at lunchtime. Children enjoy stories and they learn to sit for longer periods to focus on activities as they approach school age.

The environment is highly stimulating with a wide range of exciting resources. Children have many opportunities to make discoveries while they play. For instance, toddlers place cars at the top of a platform and watch as these hurtle down to the lowest level. There is a strong emphasis on developing children's language skills. As a result, there is consistently good interaction with all staff, who skilfully use sign language to complement what they say. Children learn about the world around them because staff are highly imaginative and they make striking displays to celebrate other cultures. Similarly, they have made a display of work completed by fathers and their children. Staff competently extend children's learning by ensuring they effectively use the wide range of equipment during activities. These include tactile objects and resources in the sensory room that is

available to support children's natural curiosity to explore. The staff effectively use information and communication technology to assist children's learning with appropriate programmes, such as those that increase their number skills.

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

Children's personal, social and emotional development is exceedingly well promoted. Staff immensely value the relationships they have with parents and consistently encourage their active involvement in the nursery. As a result, children's well-being is superbly promoted because they witness the warm interaction between their parents and the staff. Photographs of family members are displayed at a low level in care rooms. This means that children can look at these photographs and feel reassured at any time. All children form exceptional attachments with key persons in the nurturing environment. Staff are very alert to children's needs and foster an immense sense of belonging in every child. Babies stay close to staff or play at a short distance from them so they can move towards key persons, who give lots of cuddles. Staff ensure they lay the foundation for strong relationships at an early stage during the settling-in period. They meticulously follow the care routines as agreed with parents, and this continuity in practice ensures children feel at ease from the outset. As they settle and grow used to the nursery routine, children learn to adapt to changes. For instance, the changeover between rooms within the nursery is managed gradually. Therefore, children learn to make new friends and gain an understanding of what is expected in older age groups.

Children are very considerate and learn to share resources during play. They recognise the boundaries set by the staff and are highly disciplined in their behaviour. Staff substantially promote the self-awareness of all children. They encourage babies to point to happy and sad faces to express their feelings, and during circle time older children can choose activities according to their preferences. Therefore, children are self-assured and confident because their voices are heard. Children's independence is remarkably well promoted throughout all activities. For instance, they help with tidying away and pre-school children line up to serve their lunch and carry plated food to the tables. This means that they are developing some of the skills for coping at school. Staff talk about the foods that are served and ensure children choose from the containers which are appropriate according to their dietary requirements. Children learn to keep themselves safe by correctly using equipment, such as knives, when they eat. Children regularly drink water during the day and their understanding of dental hygiene is very well promoted. They brush their teeth, under close supervision, after the main meal of the day. Children have opportunities to play outside daily, weather permitting. Children's happiness and emotional well-being are substantially promoted in the very inviting and highly supportive environment.

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

There are effective arrangements to safeguard children in the nursery because the provider has a good understanding of the safeguarding and welfare requirements. All staff have completed safeguarding training and they regularly refresh their understanding of the procedures. Policies are updated regularly and understood by all staff. Robust

recruitment and induction procedures ensure that all adults are suitable to work with children. The provider ensures that risk assessments are carried out regularly to make the premises suitable for the children. For instance, staff carry out daily visual checks of all rooms and review potential risks linked to activities. All records required for the efficient management of the nursery are in place. Throughout the nursery there is a very good understanding of the learning and development requirements. The qualifications of staff and their secure understanding of how children learn is a key factor in the good quality of teaching. The provider rigorously reviews the planning and assessments to ensure children's learning and progress are effectively supported. The management team consistently observe teaching practice and provide clear feedback so that staff receive good guidance to make improvements. However, similar rigour is not always applied to routine events. For example, the lunchtime routine is not managed smoothly. Children have to wait for some time between courses, are subject to interruptions as they eat and staff are focused on preparing food or cleaning tables rather than engaging with the children. Therefore, there are also some missed opportunities to help children learn about the reasons for eating the healthy meals that are provided.

Staff have many opportunities during supervision to discuss the running of the nursery. They make suggestions about changes and discuss future training. Staff have successfully undertaken training in communication, and as a result, children's language skills are well promoted throughout the nursery. The provider is committed to continuous development and routinely invites the views of parents in order to identify areas for improvement. Written feedback shows that the provider promptly responds to suggestions. For instance, parents have requested more information about activities and they now receive a booklet with clear information about the Early Years Foundation Stage. Since the last inspection, the provider has made several effective changes. In particular, children have many more opportunities to learn outside. Staff plan activities, such as play with cars, and children's imaginative play is well promoted as they pretend to sit around campfires. Fathers are now more involved in children's learning in the nursery and at home.

There are excellent partnerships with parents, who make fantastic contributions to children's learning and development. The provider and staff offer 'journal days' to ensure parents are well informed about what children know and can do. Parents review the quarterly assessments of their children's progress and staff follow parents' wishes for further learning. This means that they work very closely with parents to promote children's development. Parents regularly attend and participate in activities, such as creative play in the baby room. Parents take responsibility for 'growing boxes' and a parents' forum is in place to further strengthen the partnerships with the provider and staff. The provider has forged good working relationships with other professionals in the early years sector. Staff regularly visit other settings to share information about best practice to support children's learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY360483
Local authority	Birmingham
Inspection number	863647
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	27
Number of children on roll	35
Name of provider	Jackie Davinder Phull
Date of previous inspection	25/01/2011
Telephone number	0121 444 0808

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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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