

Jumping Jack's Day Nursery

408 Oakwood Lane, LEEDS, LS8 3LF

Inspection date

12/01/2015

Previous inspection date

22/07/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 good teaching techniques to support and challenge children's learning. Children are encouraged to develop their critical thinking skills as staff support them to investigate and explore their surroundings.
- The manager and staff fully understand their role and responsibilities in keeping children safe. Well-written policies and procedures underpin their good practice. This ensures that children's welfare is protected.
- The well-embedded key-person system helps all children to form secure emotional attachments as staff skilfully support them in their play. Consequently, children are well prepared for their move, both across the nursery and into school.
- Partnerships with parents and other professionals are good at the nursery. They play a key part in how staff plan strategies and interventions to support children's unique needs. Consequently, all children make good progress given their individual starting points and abilities.

It is not yet outstanding because

- There is scope to enhance the outdoor play area further in order to build on children's physical development.
- Information and communication technology resources and programmable toys are not as freely accessible so that children can explore these and begin to understand why things happen and how things work.

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 held meetings with the manager of the nursery throughout the inspection.
- The inspector toured the premises and the outside area accessed by the children and staff.
- The inspector observed children playing both inside and outside, and spoke to the children and staff throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector looked at a selection of documentation, including staff qualifications and their Disclosure and Barring Service checks, along with the policies and procedures, including safeguarding and children's learning records.

Inspector

Jane O'Callaghan

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 the annexe of an office building in the Oakwood area of Leeds, West Yorkshire, and is managed by a private company. The nursery operates from two main rooms and other facilities, and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, and the manager holds Qualified Teacher Status. The nursery opens from Monday to Friday all year round from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 24 children on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-olds. 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:

- enhance and build on children's physical development, for example, by providing a rich range of play opportunities in the outdoor area that provide even greater physical challenge for children
- extend opportunities for children to freely explore and use a wider variety of technological resources and equipment, in order to further enhance their understanding of how and why things work.

Inspection judgements

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

Staff have a good knowledge of each child in their care and a good understanding of how they learn and their preferred learning styles. They successfully support children and recognise that they learn through well-planned play in a rich and stimulating environment. The accurate and precise observations and assessments now implemented ensure children's needs are clearly identified, and this information is used effectively to inform future planning. The assessments include the progress check completed for children aged between two and three years. This acknowledges young children's achievements and accurately shows their skills and interests. The nursery staff have a good understanding and knowledge of completing these and work alongside parents and other professionals. Consequently, any gaps in learning are identified and appropriate interventions can be sought if necessary, to enable all children to achieve their full potential. Children's progress is tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their

unique needs are recognised and planned for. Children's learning records are documented well and are maintained to a good standard. They contain a wide range of information, including photographs and detailed observations. The learning records are made accessible to parents, so that they find out about their child's learning and progress at nursery. They are encouraged to contribute to these and add comments about what their children have been doing at home. These strong, close and effective partnerships with parents make a significant contribution to meeting children's individual needs. Staff value parents' input and share information about how they can help support their child's learning through engaging in simple activities at home.

Children get good opportunities to use tools in a variety of activities. For example, they confidently use the rolling pins to make different shapes with the dough, and younger children use the jugs to pour the water into the large tray. However, overall, information and communication technology resources and programmable toys are not as freely accessible to children. As a result, opportunities for them to explore and understand about why things happen and how they work are not fully maximised. Younger children are keen to play in the water with the bubbles and are eager to sit in the water tray. Staff take off their outer clothes and children jump in the water, play with the bubbles and splash each other, and are reluctant to come out. This develops their social skills as they share the water resources and also their understanding of different textures as they make and burst the bubbles. Staff provide children with good opportunities to develop their language and communication skills. Children who speak English as an additional language love to share their own book in their home language with all the children. Staff show the children the different animals in the book and say the name in different languages. This helps to ensure that all children feel included and that they learn about the world about them.

Children enjoy story time when they choose and listen to the story about the child and the monster. Staff ask good questions about the story and at the beginning children know about how a book is made. For example, children tell staff when asked what the person is called who draws the pictures. Children reply confidently that it is an illustrator and know that the book is held together by the spine. Children get lots of opportunities to explore their expressive skills. They mix the colours of the paint and make purple and then pour the paint over their hands to make prints on the paper. Staff show children the difference in the size of their hands to the children's. This promotes their concept of size and recognition of different colours. Throughout all activities the staff are very attentive encouraging and supporting the children in their play. They take on board children's individual interests and abilities, and challenge children in a fun and enjoyable environment. This supports the very good quality of teaching in place for all children and prepares them in readiness for school.

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

The well-established key-person system enables children to quickly build a trusting relationship with staff. Parents and children attend several settling-in sessions, and home visit are also offered. As children move rooms in the nursery, they visit several times and are introduced to their new key person along with their parents. The key person ensures wherever possible that they welcome and give daily feedback to the parents of their

children. Parents are able to easily identify whom their child's key person is through a display of photographs aligned to their key children. Through this improved key-person procedure, children show they feel secure and more able to play, explore and learn, so that they make good progress. Children's emotional well-being is maintained as key persons are quick to notice when they are upset and need reassurance. Staff work well with parents to maintain a consistent approach to addressing care needs, and they share information so that each child's needs are well met.

Children are encouraged to think about being healthy by discussing with staff the food available at snack time. Staff act as positive role models and encourage children to learn about sensible hygiene routines. Children independently wash their hands after using the toilet and before eating food. Their self-care skills and independence are supported well. For example, staff use sensitive encouragement to help children to learn how to set the table, choose their own cutlery and serve themselves at lunch and snack time. This helps children to gain the skills needed to be prepared for the move to school. All children learn about a healthy lifestyle through regular access to a well-resourced outdoor area. While outdoors, children ride on the rockers and chase each other around. However, there is room to enhance the outdoor area further in order to build on children's physical development. Children receive home-cooked, healthy and nutritious meals, and a menu is displayed for parents and includes a list of nutrients in each meal. Children help themselves throughout the day to drinks from the water dispenser. The nursery's standards of hygiene have improved tremendously since the last inspection. For instance, the nursery has recently been redecorated and cleanliness is now a high priority, making it a welcoming environment for children and their family.

Staff act as good role models to children and they use effective strategies to help them to learn about acceptable behaviour. As a result, children respond well and their behaviour is extremely good. Children routinely take turns, share with their friends and support each other during chosen activities. They say 'please' and 'thank you' appropriately. Children are given plenty of praise for their own achievements, for example, when they make choices for themselves or listen well to the staff. They smile when they hear the positive praise being delivered. This helps to build children's confidence and self-esteem. Staff ensure children learn about how to stay safe both at nursery and out in the community. For example, children practise fire drills monthly and are reminded to tidy away the toys so they do not fall over them. Resources are of good quality and are stored appropriately, so that children can make independent choices in their play.

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

Staff have a very good awareness of safeguarding issues. They are competent in their knowledge of the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of who the nursery's designated child protection manager is. They know the process to follow if they are concerned about any issues within their practice. A wide range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Risk assessments for all areas of the building, the outdoor area and resources, ensure that children's safety remains

paramount. Staff demonstrate that they recognise and understand the signs and symptoms of abuse. They are confident to make immediate reports if they have concerns about a child or a colleague's practice. All necessary safeguarding procedures are followed by staff and the documentation is in place, understood and completed precisely to protect children's welfare. For example, staff maintain an accurate daily record of the names of children being cared for and their hours of attendance.

Since the last inspection by Ofsted, where the setting received a number of actions to improve, the nursery has had several monitoring visits to assess their progress with addressing the actions. The management team has made many changes to their practice. These have had a positive impact on the education and care for all children, and the staff team have been proactive in meeting any actions set. As a result, children are making good progress towards the early learning goals. Each action set at the last inspection has been met through careful consideration, and clear targets are monitored through a good development plan. Observations are completed well to ensure that staff monitor and address any gaps in the children's learning and clearly identify their next steps. Staff complete a register of all children's daily attendance and parents also sign their children in and out of the nursery. The manager has also implemented a policy and procedure referring to the importance of applying sun cream.

A review of the recruitment and vetting systems has taken place since the last inspection and this is now robust. The manager ensures all adults working with children are suitable to do so and she has implemented a working interview as an additional check to ensure suitability. New staff also complete a three-month probation period, and in this time a peer-on-peer observation is completed, as well as a supervision. As a result, children are safeguarded appropriately. Leadership is good and focused improvement action plans are in place to secure continuous improvement. Supervision meetings are undertaken by the manager and are recorded using a suitable format. The professional development of staff is given a high priority. All mandatory training is in place. In addition, the manager seeks further training opportunities from a range of sources to meet any training needs identified by herself and individual staff. The manager continues to monitor provision within the nursery and ensure that staff are deployed effectively, according to their qualifications and experience with specific age groups of children. They have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements. This results in children's needs being met effectively and relevant support services being involved. The setting works closely with local schools, which means that children are well prepared for their move into school. The manager has implemented stronger procedures to ensure partnerships with parents are effective in promoting children's well-being and progress. For example, staff offer parents a range of methods including informative notice boards, questionnaires, home sheets and a 'wow' board of children's achievements at nursery and home. Parents speak highly about the nursery and the staff team and feel thoroughly involved in their children's learning and development.

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	EY411222
Local authority	Leeds
Inspection number	989518
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	24
Name of provider	Sarah Smith
Date of previous inspection	22/07/2014
Telephone number	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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