

# Jumping Jacks

The Tower Theatre, North Road, FOLKESTONE, Kent, CT20 3HL



## Inspection date

16 January 2015

Previous inspection date

10 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Some activities are not linked to children's next steps and interests and are not always fully effective in providing sufficiently challenging opportunities for children.
- Due to bad weather at present the outdoor area is in poor condition. Therefore, children do not always have the full opportunity to access equipment to support the development of their large muscle skills by climbing, balancing and run.
- The quality of teaching is variable and staff do not always use effective interaction to promote children's learning particularly when extending children's language.
- The staff do not consistently use the same behaviour strategies to develop the children's knowledge of sharing and good behaviour.
- Systems to monitor practice are not always fully effective.

### It has the following strengths

- Staff effectively promote children's literacy skills because they provide an interesting book corner and opportunities for staff to read to the children.
- Staff establish a warm relationship with the children. As a result, children demonstrate that they feel safe and secure in their environment.
- Partnership with parents is strong because the staff regular exchanges information both verbally and in writing. As a result, parents remain well informed about their children's progress.

## What the setting needs to do to improve further

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

- ensure that children have access to equipment to support their development of their large muscle groups
- plan activities that follow children's interests and challenges their learning.

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

- develop practitioners understanding of supporting children's acquisition of communication and language skills
- further develop snack and meal time as additional times for social learning and opportunities to develop communication and language skills
- review system in place to monitor practice across the setting to ensure requirements and procedures are consistently followed
- review behaviour strategies to ensure practitioners all consistent use the same systems.

## Inspection activities

- The inspector observed children's play and staff interactions with the children throughout the nursery.
- The inspector took account of the views of parents through short discussions.
- The inspector held a meeting with the manager and undertook a joint observation.
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.

## Inspector

Maxine Ansell

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff provide a broad range of activities to promote children's learning and development across the seven areas of learning. The indoor environment provides good quality age appropriate resources, stored at accessible low levels. This develops children's independence and self-selecting skills and supports their skills for future learning. Staff make regular observations of the children's play and interests. However, staff are not using these to plan challenging activities. Therefore, some children lose interest in the activities provided and are not extending their learning. The quality of teaching is variable and some children extend their language experience through the fun of a puppet show. Other children received very little language support and some staff prioritise nursery routines over children's learning needs. For example, preparing snack in the kitchen while the children were sitting waiting.

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

Children benefit from the close relationships they develop with their key person and all staff. They help the children to settle quickly and build good relationships with parents. The key person has sound knowledge about their individual children's personalities and ways to support their emotional development. The staff work closely with the parents to gather information about their child's individual needs to enable children to settle quickly. The key person carries out daily care routines such as nappy changing and snack time. This supports children's emotional security. Staff support children who attend other early years settings with regular communication to ensure continuity of care and learning.

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

The manager has a reasonable understanding of their responsibilities to protect and safeguard children. The monitoring of the range of planned activities, children's behaviour and the quality of teaching is not robust. This has allowed the practice across the setting to become variable. The manager regularly monitors children's records to ensure that individual children consistently make progress across the areas of learning. She uses this information to check each of the areas of learning and ensure all the children are not falling behind in the same area of learning. The setting have received training to promote children's communication and language skills, increase their knowledge of letters and sounds and learn sign language to promote speech. However, the manager is not following up the changes to the practice after the training. Therefore, they are not sustaining the improvements made following training.

## Setting details

<b>Unique reference number</b>	EY397291
<b>Local authority</b>	Kent
<b>Inspection number</b>	830791
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	49
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Jacqueline Canaguy
<b>Date of previous inspection</b>	10 March 2010
<b>Telephone number</b>	01303 842233

Jumping Jacks registered in 2009. It operates from a single storey building in the grounds of the Tower Theatre in Folkestone, Kent. The premises are accessible to people with disabilities. The nursery is open five days a week Mondays to Saturday from 7.30am to 6pm all year round. The out of school facility provides care for school aged children during the term time. They attend several local schools. The breakfast club operates from 7.30 to 9am and the after school club from 3pm to 6pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are six members of staff all hold childcare qualifications to National Vocational Qualification level 3. The setting is in receipt of funding for the provision of free early years education for two-, three-, and four- year olds.

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