

Jumping Jacks Pre-School

Stamshaw Junior School, Tipner Road, Portsmouth, Hampshire, PO2 8QH



Inspection date

24 June 2015

Previous inspection date

28 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Effective leadership and management ensure the safe and smooth running of the pre-school with all requirements met well. Staff provide a secure environment that meets the needs of all children well whatever their ages, abilities or backgrounds.
- The management committee and staff have a clear understanding of their responsibilities to protect children. They know how to respond to child protection concerns due to the effective induction and supervision procedures.
- All staff and parents are fully involved in the self-evaluation process, which improves outcomes for children. The strong focus on improving the professional development of staff has had a positive effect on children's well-being and learning.
- Staff forge trusting relationships with parents and secure attachments with children. These promote children's emotional well-being effectively and provide a strong base for their learning. Staff work closely with other professionals to help them meet children's additional needs.
- Staff use the system for observation and assessment effectively to help them plan good support for each child. As a result, all children make good progress from their starting points on entry to the pre-school.

It is not yet outstanding because:

- Staff do not always extend the early writing skills of those children who show an interest in writing their names.
- Staff do not always provide a broad range of equipment that promotes fully the younger children's interest and development while playing with materials, such as the sand and pasta.

What the setting needs to do to improve further

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

- increase opportunities for children to develop further their early writing skills
- broaden the range of equipment provided to help children further explore and investigate when playing with materials, such as the sand and pasta.

Inspection activities

- The inspector observed staff and how they interact with children during activities, and viewed the play areas and resources.
- The inspector undertook joint observations with the manager.
- The inspector sampled a range of documentation relating to children's development, staff suitability, training records, self-evaluation and safeguarding procedures.
- The inspector had discussions with the manager, staff and the chair of the committee, and with children and parents to gain their views of the pre-school.
- The inspector discussed the pre-school's self-evaluation and how the action plan is used to bring about continuous improvement, including how the recommendations made at the last inspection have been met. She discussed how staff work with other early years providers, other professionals and parents.

Inspector

Jacqueline Munden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a good balance of planned activities and those that children do by themselves. This means that children enjoy what they do and gain many skills they need now and for their future learning. Staff have good knowledge of how children learn. They use the skills they have learnt through training effectively to interact skilfully with children. For example, they talk about what children are doing and ask questions. Children are confident speakers as a result. Staff plan small-group activities effectively that help children to progress in specific areas of learning. For example, at the inspection, children waited patiently for their turn while playing a game of skittles. They developed good physical skills and control of their bodies as they rolled the ball. Staff encouraged them to count the number of skittles they knocked down. Where appropriate, staff helped children to add the numbers together to give an overall score, which promoted children's mathematical skills well and according to their individual learning needs. In addition, staff promoted children's early literacy skills by encouraging children to record their scores next to their first name on the score chart.

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

Staff use children's home languages and celebrate their cultural festivals. This helps children feel valued and enables all of them to learn about, and respect, others. Children feel safe and secure as they learn the daily routines, such as snack time. They help to prepare fruit, which promotes their independence well. Staff teach children to be responsible for their own safety and to follow rules well. Children respond well and are happy to cooperate at tidy up time. Staff meet children's physical needs well and work closely with parents to help them develop their children's personal self-care skills.

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

The manager monitors all the children's progress to ensure the educational programme meets their needs effectively. A recent audit showed children's skills in using information technology were low. Management increased the range of equipment and staff now plan effectively to ensure this type of play is always available. As a result, children have good skills when using laptops and tablets. Staff have reviewed the environment and have markedly increased the activities provided indoor and outside. This means the recommendations made at the last inspection have been met and have improved the provision for children. Staff work closely with the teachers from the schools children feed into. Some of the teachers visit and meet the children which helps to build their confidence.

Setting details

Unique reference number	143487
Local authority	Portsmouth
Inspection number	841608
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	43
Name of provider	Jumping Jacks Pre-School Committee
Date of previous inspection	28 June 2010
Telephone number	02392 652569

Jumping Jacks Pre-school registered in 1998. It is situated in the annexe of Stamshaw Junior School in the PO2 area of Portsmouth. The premises are accessed via steps. The pre-school operates two sessions each weekday during term time. Opening times are from 8.30am until 11.30am and from 12 noon until 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are seven members of staff employed to work with the children, including the manager, all of whom hold a relevant early years qualification at level 3.

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