

Jumping Jacks Nursery

43 Powder Mill Lane, Whitton, Twickenham, Middlesex, TW2 6EF



Inspection date

2 July 2015

Previous inspection date

2 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children are motivated and eager to learn. They have access to exciting and well-planned learning experiences when they play both indoors and outside. As a result, they make good progress in their learning.
- Adults help children learn what is right from wrong. Children negotiate well and take turns as they play. They are confident to let their friends know if certain behaviour hurts their feelings.
- Children of similar abilities come together as a group to share stories. Older children talk about the author and how the 'blurb' gives the detail of what the story is about.
- Adults help children know what makes them unique. Children talk about similarities and differences. For example, at the start of the day children welcome each other using a greeting in their home language.
- Parents say their children have 'an amazing' time at nursery and learning opportunities help them be ready for the move to Reception class.

It is not yet outstanding because:

- Leaders and managers look closely at the progress of individual children but are not checking if there are any differences in the learning between different groups of children.
- Not all parents contribute fully to their child's learning journey, particularly those who are harder to engage with.
- Time is not consistently and routinely set aside for staff to meet individually with leaders and managers to help enhance practice further.

What the setting needs to do to improve further

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

- develop a system for tracking and monitoring the progress made by different groups of children to identify and quickly address any gaps in learning
- consider different ways to help all parents to be involved in their child's learning journey and to support learning at home
- revise the system for supporting staff in their different roles so individuals have time routinely set aside for discussion with leaders and managers to address any issues so practice, including the quality of teaching, continues to improve.

Inspection activities

- The inspector observed activities both inside and outdoors.
- The inspector spoke with staff and children at appropriate times during the day and held discussions with the provider and the manager.
- The inspector carried out two joint observations with the provider.
- The inspector took account of views of parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff HMI

Inspection findings

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

The nursery has focused its attention well on the areas identified for improvement at the last inspection. The environment is well-resourced so children can be independent and make clear choices in their play. Spontaneous opportunities are included in planning so when a child brings a bird's nest in from home adults make the most of this opportunity to enhance children's learning. For example, children make 'chocolate nests' following the instructions on recipe cards. They recognise that 'bird' starts with the letter 'b' and offer different words that start with the same letter. Younger children enjoy retelling familiar stories using puppets. They use their imaginations well as they take their baby to the hospital and use the stethoscope to check if she is feeling better. A visual timetable helps younger children and those who speak English as an additional language to recognise what happens next in the routine. Children are gaining the skills they need to be ready for the next stage in their learning or the move to school.

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

Adults work with parents so they get to know children quickly when they first start at nursery. They take time to observe children to find out what they know and can do already and use this information to plan their next steps. Behaviour is good due to high expectations set by adults. The outdoor area is filled with exciting learning experiences for children. Older children use their imaginations at 'Jumping Jack's Kitchen' as they write down the pizza order. When the pizza is ready they get on the 'motorbike' and deliver it at a cost of '£11' to their friends. Younger children work out how to climb the rope ladder to reach the slide. Adults are close by so children can 'have a go' safely. They know when to offer support so children successfully reach the top. The nursery is looking at different ways to help families who are harder to engage to contribute more fully to their child's learning journey and support learning at home.

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

Leaders and managers have implemented a process of observing practice, providing feedback and setting targets for staff so they know where to improve. There is strong team-work and a clear desire to support children to make the best possible progress. Staff have regular on-going discussions as a team. Appraisals happen at different intervals in the year, but leaders and managers do not routinely provide staff with specific time to discuss their practice on an individual basis. Staff have a clear understanding of how to keep children safe. They know when they need to discuss a concern or issue about practice. Leaders and managers look closely at children's assessment to check each child's learning is on track. They seek extra support when this is needed. For example, the nursery works with speech therapists to support children with communication delay. However, leaders and managers are not looking at the progress made by different groups of children to identify and address any gaps across the areas of learning.

Setting details

Unique reference number	EY216743
Local authority	Richmond upon Thames
Inspection number	1011314
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	59
Name of provider	Jumping Jacks Nursery Limited
Date of previous inspection	2 July 2014
Telephone number	0208 755 3033

Jumping Jacks Nursery registered in 2002. It operates from four rooms on the ground floor of a residential property. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm, all year round apart from one week at Christmas. There are currently 59 children in the early years age range on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children who speak English as an additional language. It receives funding to provide free early education for children aged two, three and four years. The nursery employs five staff and all hold appropriate early years qualifications.

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