

Jumping Jacks Private Day Nursery

34 Ullswater Road, Golborne, Greater Manchester, WA3 3EY



Inspection date

26 April 2016

Previous inspection date

22 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Some information relating to children's allergies is not always stored appropriately to maintain confidentiality.
- Staff do not always encourage good hand washing routines for babies before they eat.
- The key-person system is not fully effective in meeting children's needs.
- Systems for self-evaluation are not sharply focused to identify key priorities for improvement.
- The educational programme does not yet provide good opportunities to challenge and motivate children in the Early Learners room, which is for children aged between two and three years.

It has the following strengths

- Partnerships with parents are successful. Parents speak highly about staff and the care that children receive. Parents feel well informed and are fully involved in contributing towards children's ongoing progress.
- Staff are kind and welcoming. They plan an interesting environment where children make many choices in their play. Children behave well. They are happy and develop into confident and independent learners.

What the setting needs to do to improve further

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

	Due Date
■ ensure that information relating to children is handled confidentially to protect children's privacy	27/05/2016
■ promote positive hygiene practices for babies, with particular regards to handwashing before mealtimes	27/05/2016
■ ensure that key persons are deployed effectively so that each child's care and learning is tailored to their individual needs	27/05/2016
■ ensure that activities challenge, motivate and extend all children's learning in the Early Learners room.	27/05/2016

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

- sharpen the process for self-evaluation to effectively identify areas for development and help improve practice and learning opportunities for all children.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following a notification from the provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff, children and the local authority advisor at appropriate times during the inspection.
- The inspector held a meeting and completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, self-evaluation and action plans, and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a small selection of parents through discussion and written documentation.

Inspector

Layla Louise Davies

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Following a recent incident where a child was administered the incorrect dosage of medication, the provider and manager promptly notified Ofsted as required and completed a full investigation. The provider has reviewed and revised their medication policies and procedures. This helps to protect children's welfare. The provider has addressed the recommendations from the last inspection. This demonstrates some capacity to improve. However, self-evaluation has failed to identify the lack of challenge in the Early Learners room to support children to reach their full potential. Furthermore, self-evaluation has not identified a lack of understanding in keeping confidential information private or the weaknesses in the key-person system. Staff receive support from the new manager, which includes one-to-one meetings, observations of their practice and ongoing training to help them to meet children's needs. The provider ensures that staff-to-child ratios are maintained. This helps to protect children's safety and they are suitably supervised.

Quality of teaching, learning and assessment requires improvement

Babies delight in pressing buttons on musical toys, which helps their understanding of cause and effect. Toddlers enjoy using their whole bodies to explore paint and foam. Children in the Early Learners room have fun playing in sand and painting at the easel. However, staff do not use their qualifications well to plan motivating experiences in this room. For example, children sit and watch as staff butter scones with jam during an activity. Staff fail to involve children and miss opportunities to teach and engage them in purposeful learning. Children's speaking skills are promoted well as staff are trained in effective communication strategies.

Personal development, behaviour and welfare require improvement

Pre-school children benefit from swimming lessons and extra-curricular activities that help promote exercise and active learning. The outdoor area is well resourced with large and small equipment. Children have daily access to the outdoor area, which helps to support their physical skills and well-being. Children brush their teeth after lunch and staff teach them about the physical benefits of eating healthy foods. Staff help older children to develop their social skills at mealtimes and promote positive hygiene practices. However, they do not always ensure that babies have clean hands before eating. Nonetheless, younger children's independence is supported. Babies are encouraged to feed themselves as staff offer praise and support. Settling-in procedures are effective and children benefit from flexible sessions to help them to settle in and build relationships with their key person. However, key persons are not always deployed in rooms with their key children to consistently meet their care and learning needs and support their emotional well-being.

Outcomes for children require improvement

Managers work closely with the local authority to monitor children's progress. This includes children who speak English as an additional language. This helps to close any identified gaps in their development. Children are, generally, making progress in readiness for school and the next stages in their learning.

Setting details

Unique reference number	323018
Local authority	Wigan
Inspection number	1048385
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	79
Name of provider	Beverley Stradins
Date of previous inspection	22 April 2014
Telephone number	01942 513345

Jumping Jacks Private Day Nursery was registered in 1998. The nursery employs 27 members of childcare staff. Of these, one has early years professional status and 24 hold early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for one week over the Christmas holiday. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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