

Jumping Jacks Pre-School

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



Inspection date

2 May 2017

Previous inspection date

24 June 2015

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

Summary of key findings for parents

This provision is good

- The manager and staff team have a good understanding of their roles and responsibilities. They evaluate their practice effectively, and take into account parents' feedback.
- Partnerships with parents are good. Information sharing between staff and parents is effective. Parents' involvement in their children's learning ensures that children's needs are quickly identified and successfully met. The manager and staff team work closely together with local schools to ease the move for older children when they start school.
- Staff have good expectations of all children. Children are respectful and calm. They take turns, learn to share and develop good friendships. Children are secure in their surroundings, and have positive self-esteem and confidence in their own abilities.
- Staff are aware of when to facilitate children's learning and how to interact with them during their play. They make effective use of their understanding of how children learn to encourage children to think and become effective learners.

It is not yet outstanding because:

- Staff do not consistently teach older children the correct initial sounds of words, as part of their literacy development.
- At times, staff do not encourage children to manage simple tasks they are able to do for themselves.

What the setting needs to do to improve further

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

- improve on aspects of teaching to enhance children's literacy skills
- provide more chances for children to be independent in everyday activities.

Inspection activities

- The inspector observed the quality of teaching in the pre-school.
- The inspector completed a joint observation with the manager, and spoke to staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with the children and committee members.
- The inspector spoke to parents on the day of the inspection and took their views into account.

Inspector

Vanessa Dooley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are knowledgeable about keeping children safe from harm. Staff make effective improvements to the environment to provide good outcomes for children. For example, staff, parents and children have planting days to encourage their understanding of living things, and to improve the use of the outside area. Partnerships with parents and others are good. For example, staff work flexibly with parents to provide suitable times for all to be involved in their children's learning. The manager monitors children's progress carefully, which helps staff to identify gaps in children's learning. The manager identifies training courses for staff, such as to develop their teaching skills and provide specific support for children who need additional help.

Quality of teaching, learning and assessment is good

All children make good progress in their learning and development, as staff provide activities that engage all children. For example, staff know of the children's interest in dinosaurs and use this to extend children's mathematical development, such as by talking about which dinosaur is 'big', 'bigger' and 'the biggest'. Staff interact with children well and ask questions to promote their thinking. For example, they ask, 'What do plants need to grow?' when discussing growth and life cycles. Staff ensure they are able to identify children's individual achievements and their next stage of learning. All children make good progress, including those who learn English as an additional language.

Personal development, behaviour and welfare are good

Children acquire a good sense of emotional well-being. Children are good at keeping themselves safe and show self-control in a range of situations. For example, when riding on their tricycles they are aware of others cycling on the playground. Children have access to interesting resources and play experiences that greatly support their development. For example, children discover seaweed and use this to talk about textures being 'slimy' and 'dry'. Children develop good physical skills through being highly active in their surroundings. For example, they use the large grass play area in the school for exercise and physical play. Staff help children to respect the differences between themselves and others in their setting, such as by sharing photographs of their home countries.

Outcomes for children are good

Children make good progress in their learning from their starting points. They are enthusiastic and motivated learners who are keen to explore new activities. Children acquire good attitudes as they learn to respect each other. Children develop confident social skills in new social situations. For example, children who are new to the setting are keen to join in with others during activities. Children are developing the skills they need for their future learning and in readiness for school.

Setting details

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|--|---|
| Unique reference number | 143487 |
| Local authority | Portsmouth |
| Inspection number | 1089663 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 36 |
| Name of registered person | Jumping Jacks Pre-School Committee |
| Registered person unique reference number | RP522822 |
| Date of previous inspection | 24 June 2015 |
| Telephone number | 02392 652569 |

Jumping Jacks Pre-School registered in 1998. It is situated in the annex of Stamshaw Junior School in Portsmouth, Hampshire. The pre-school operates two sessions each weekday during term time. Opening times are from 8.30am until 11.30am and from midday 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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