

Jumpin Jacks

Jumpin Jacks, 159 Doncaster Road, Doncaster, South Yorkshire, DN3 2QE



Inspection date	18 July 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leaders have thoroughly evaluated all aspects of the nursery using support from the local authority. Action taken to improve the quality of the provision has been effective.
- The manager carefully reviews children's development to check that all groups of children are making expected progress. Staff put specific interventions in place to close any gaps in children's achievement successfully.
- Staff use observations of children's play to make accurate assessments of their learning. They know exactly what children need to learn next and discuss children's development with parents to make sure there is continuity with learning at home.
- Children are happy and confident at the nursery. They are all developing the key skills they need for their next stage in learning and school. Children are encouraged to become independent, understand risks and learn how to share well.
- Staff create a simulating environment that motivates children to get involved. They think carefully about how to make resources accessible and relevant for all children. Staff provide many opportunities to find out about where food comes from and learn about different cultures around the world.

It is not yet outstanding because:

- Leaders are not yet making the most of opportunities to use incisive evaluations of staff's interactions with children to drive teaching even further.
- Planning for learning experiences is not always highly responsive to children's changing needs and interests to promote consistently rapid progress.

What the setting needs to do to improve further

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

- use incisive evaluation of staff's interactions with children to inform rigorous performance management and drive the quality of teaching even further
- support staff to be more responsive to children's needs and to plan learning experiences that are consistently challenging and promote rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to staff and children throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

Management is ambitious. Their evaluation of the setting includes the views of children, parents and advice from the local authority which leads to a clear and targeted action plan for improvement. The manager has successfully implemented systems to review children's progress and identified the need to improve the provision for maths and support for boys' behaviour. Training has helped staff reflect on how children use the environment and choose resources that capture children's attention. Safeguarding is effective. Managers and staff have an understanding of how to recognise and deal with concerns about children's welfare. The manager uses a range of effective procedures to keep staff's knowledge up to date and to keep children safe at the nursery. Strong partnerships with other professionals make sure that children who have special education needs and/or disabilities make good progress from their individual starting points.

Quality of teaching, learning and assessment is good

Staff know the children well and use activities to promote learning effectively. They provide opportunities for toddlers to develop their imaginations well and play with resources, which effectively extends their learning about pirates further. Staff listen carefully to older children and ask thought-provoking questions that help them extend their ideas. They discuss a visit to a building site and make links to what children know about keeping safe. The environment for babies is adapted well to make sure it supports their developing physical skills. Staff use different strategies to support children's learning. Staff demonstrate small-muscle skills as babies explore materials and provide praise for toddlers as they rise to the challenge of building a tower. Staff have thought carefully about how to support children to understand their similarities and differences. They talk about their families and parents are involved in sharing their own traditions.

Personal development, behaviour and welfare are good

Children are well motivated to explore and experiment because staff have created an inviting learning environment. Resources reflect children's real-life experiences and help them to become independent learners. Some children enjoy quiet spaces to look at books and others investigate areas equipped with tools to help them mix different materials. Children form secure attachments to staff and their good behaviour shows they feel safe. Staff are good role models and talk to children about the need to wash their hands and use their 'walking feet' inside. The carefully planned outdoor areas provide fresh air and effectively support those who prefer to learn outside. Children have good opportunities to find out about how food grows and how to care for animals.

Outcomes for children are good

Children make good progress in their development. Babies show they enjoy exploring and investigating new textures and materials, to find out what they can do with them. Children preparing for school confidently talk about their new teachers and are proud of their new uniform. All children are learning to take turns with favourite toys and take responsibility for managing some of their own needs.

Setting details

Unique reference number	EY486712
Local authority	Doncaster
Inspection number	1007353
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 - 6
Total number of places	51
Number of children on roll	60
Name of registered person	Jumpin Jacks Nursery Ltd
Registered person unique reference number	RP534389
Date of previous inspection	Not applicable
Telephone number	01302 890534

Jumpin Jacks registered in 2015 and managed by Jumpin Jacks Nursery Ltd. The nursery employs 12 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3, one at level 4, one at level 6 and one at level 2. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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