

Jumping Jacks Nursery

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



Inspection date

14 June 2018

Previous inspection date

2 July 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 who is also the provider plays an active part in the day-to-day running of the nursery. She reflects on practice and the provision to maintain the good-quality childcare.
- The manager is a good role model, she leads by example. She provides a variety of interesting resources and activities to promote children's curiosity. Children are enthusiastic learners who are eager to join in.
- Children's early literacy skills are supported well. For example, children sit three toy bears on chairs of different sizes and mix porridge oats for them to eat. Together they recall favourite parts of the story. Children are keen and enthusiastic to act out traditional stories.
- Staff support children's healthy lifestyle well. For example, children have ample time outdoors. They excitedly dig in the mud kitchen, test out their physical ability as they ride trikes as fast as they can, and pick fresh strawberries for their snack.

It is not yet outstanding because:

- On occasion, staff do not always precisely plan activities to extend children's learning to an even higher level.
- Embed systems for tracking different groups of children and use additional funding even more effectively to help narrow gaps in attainment for these children to consistently help them to catch up.
- The manager does not always encourage staff to identify and access further training opportunities to support their continuous professional development.

What the setting needs to do to improve further

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

- extend the good use of assessments to precisely and consistently plan challenging activities to help children make even better progress
- use additional funding even more effectively, and measure more closely the impact of additional funding on children's learning to help make sure that outcomes for children are improving even more rapidly
- provide staff with more opportunities to develop their professional skills to raise the standard to an even higher level.

Inspection activities

- The inspector viewed documentation, including children's records, risk assessments, accident, incident and complaint records.
- The inspector checked staff qualifications, training certificates, such as food hygiene, and their ongoing suitability.
- The inspector completed a joint observation with the manager and assessed the impact of the quality of teaching and learning.
- The inspector spoke to children and observed them during their play.
- The inspector spoke with parents to seek their views and comments.

Inspector

Jane Morgan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Children's welfare and well-being are enhanced by the consistent implementation of policies, procedures and practice. The manager works with partner agencies to safeguard children. She follows up any complaints and notifies appropriate agencies to ensure that all complaints are dealt with in a timely manner. The manager and deputy manager assess risk in the nursery and outdoors. The manager helps children learn to keep safe. For example, children eagerly shout out what they need to do in the event of a fire. Robust recruitment, vetting and induction system are in place to ensure staff are suitable to work with children. Leaders meet regularly with staff to discuss their performance and ongoing suitability.

Quality of teaching, learning and assessment is good

The manager has a secure knowledge and understanding of how to promote the learning and development of children and what they can achieve. Staff support children's imagination and creativity to a good level. For example, staff sit with children and help them to cook dinner for the baby dolls. Toddlers grasp glue sticks while they stick feathers and shiny paper together. They push spaghetti pasta into the play dough as they sing 'Happy Birthday'. The manager and staff explore ideas and question skilfully as they play alongside children to extend their learning further. The manager and staff keep parents well informed about their children's progress. For example, they share termly reports with them and the progress check for children aged between two and three years, as required.

Personal development, behaviour and welfare are good

The manager and staff promote diversity well. They provide a wide range of opportunities for children to learn about different people and the community, beyond their immediate experiences. For example, children practise their coordination as they pick up noodles with chop sticks. They see a range of written text in other languages and talk about Eid during circle time. Staff are very good role models. They are respectful and courteous. For example, they encourage children to say 'please and thank you'. Parents share information with staff to contribute to initial assessments when children first start to help them settle in. The key-person system works effectively to engage parents, including those parents who are more reluctant to. Children's very good behaviour shows they are emotionally secure.

Outcomes for children are good

Children practise their handwriting skills and they make good attempts to write their name. Older children count beyond 20 and recognise different sizes and shapes. Children are confident and independent, older children practise their self-help skills. For example, they use the bathroom independently, wash their hands and pour a drink at mealtimes. All children make good progress from when they first start. They are well prepared for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY216743
Local authority	Richmond upon Thames
Inspection number	1125293
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	2 - 4
Total number of places	28
Number of children on roll	45
Name of registered person	Jumping Jacks Nursery Limited
Registered person unique reference number	RP527858
Date of previous inspection	2 July 2015
Telephone number	0208 755 3033

Jumping Jacks Nursery registered in 2002. The nursery is open Monday to Friday, from 8am to 6pm, all year round apart from one week at Christmas. The nursery receives funding for the provision of free early education to two-, three- and four-year-old children. The nursery employs five staff, four hold appropriate early years qualifications.

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