

# Inspection of Jumping Jack's Day Nursery

408 Oakwood Lane, LEEDS LS8 3LF

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Inspection date: 5 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Staff build strong relationships with children from the beginning. They act as wonderful role models and have a nurturing and calming approach. Staff gather detailed information about children's interests and their stages of development before they first start at the setting. They use this information to plan familiar routines and play equipment. This helps children to settle in quickly and feel safe and secure in their new environment.

Children are happy, motivated and eager learners. They work well together as a team. Children co-operate, share, take turns and listen to their friends' ideas. They are kind, caring and considerate towards others. Children's behaviour is very good. They thoroughly enjoy exploring the stimulating and challenging learning environment and the activities that staff prepare for them. For example, children delight in playing outdoors in the fresh air with staff and their friends. They develop good physical skills and coordination while moving around on tricycles and negotiating the outdoor space. Children are completely immersed in their play. They thoroughly enjoy throwing leaves into the air and spin around laughing as the leaves fall back down to the ground. Staff use positional language to help build on children's vocabulary and mathematical skills.

### What does the early years setting do well and what does it need to do better?

- The manager closely monitors staff's performance. She is passionate about supporting and encouraging them to continually build on their knowledge and skills. The manager acts as their mentor and provides them with coaching, training and support. However, she recognises that there is more that can be done to help raise the quality of teaching to a consistently higher level. For example, during some adult-led activities, staff do not consistently recognise when to sit back and allow children time to think critically and solve problems independently. The manager is already aware of this and has started to take action to address this area of staff's practice.
- Parents and family members are complimentary about the level of care that staff provide for children. They report that they are kept well informed about their children's day. However, not all parents have enough information about what their children are learning and the ways that they can help to extend this at home.
- Staff carefully monitor children's progress. They observe them during their play and assess their stages of development. Staff take swift action to address any gaps in children's development, and plan activities and interventions to help close these. All children are making good rates of progress, according to their starting points in learning.
- Children eagerly join in with activities that help to build on what they already

know and can do. For example, they develop their understanding of new mathematical concepts as they make repeating patterns using coloured plastic cones. Staff encourage children to complete simple addition and subtraction sums. Children confidently count the total number of cones in each group and work out if they need to make any changes, by adding one more or taking one away.

- Children thoroughly enjoy making their own play dough. They closely observe the changes as they occur and describe the different textures as they add more ingredients. Children use the dough to make models. They manipulate this using their hands, tools and shape cutters. Staff understand that this helps to develop children's hand muscles and dexterity for writing. They carefully consider and plan activities that help to prepare children for their future learning.
- Children develop good communication and early reading skills. They enjoy singing nursery rhymes during their play and help to read stories with staff. Older children suggest what might happen next. Younger children learn how to handle books with care. Staff encourage them to describe what they see happening in pictures. They repeat words back to children clearly and accentuate initial letter sounds in words. This helps to build on children's speech and language skills.
- Children gain a good understanding of what makes them unique. For example, staff plan a range of play equipment and activities that help them understand and learn about different people and communities beyond their own experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and the staff team understand how to identify the signs and symptoms of abuse. They have a clear understanding of how to report any concerns about a child's welfare. Staff access regular training which helps them to keep up to date with current child protection matters. Children's health, safety and well-being are given a high priority by the manager and staff. They complete thorough daily checks to ensure that all areas of the premises are suitable for children to access. Staff remain vigilant and maintain a safe and secure environment.

## What does the setting need to do to improve?

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

- continue to provide staff with coaching, training and support to help raise the quality of teaching to a consistently higher level
- embed the new systems in place that give parents more information about their children's learning and ways to extend this at home.

## Setting details

<b>Unique reference number</b>	EY411222
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10106393
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Smith, Sarah
<b>Registered person unique reference number</b>	RP513760
<b>Telephone number</b>	0113 240 4080
<b>Date of previous inspection</b>	12 January 2015

## Information about this early years setting

Jumping Jack's Day Nursery registered in 2010. It opens all year round, Monday to Friday, except for bank holidays. Sessions are from 7.45am until 5.45pm. The nursery employs five members of staff. Of these, the manager holds qualified teacher status, two members of staff hold level 3 qualifications and one member of staff holds a suitable level 2 qualification. The nursery offers funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Dove

## Inspection activities

- The inspector completed a learning walk and discussed the curriculum plans and education programmes with the nursery manager and deputy manager.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- A joint evaluation of an activity was completed. The inspector took account of the setting's procedures for evaluating the quality of the setting, teaching and learning.
- The inspector held discussions with staff, children and parents at convenient times during the inspection and took account of their views.
- The inspector reviewed a sample of relevant documentation, including policies, procedures, suitability checks and staff training records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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