

Inspection of Jumpers

West London Ymca, 25 St Marys Road, London, Middlesex W5 5RE

Inspection date: 26 August 2021

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a bright and welcoming environment. Children are confident and have high self-esteem, which they demonstrate as they happily talk to visitors and invite them to join in with their play. Staff manage children's behaviour effectively to help children understand the boundaries and support them to make positive choices. Children develop their personal, social and emotional skills. For example, they eagerly share toys with their friends and enjoy playing together.

Overall, children make their own choices in their play. They are making some progress in their learning and development from their starting points. Children develop some key skills which will help them in their move on to school. However, staff do not help children to be consistently motivated, engaged and challenged through purposeful play so that they all make good progress in their learning.

Despite weaknesses in the monitoring of staff's practice, staff join in children's play. Children enjoy taking part in craft activities. All children, including those who speak English as an additional language, are supported to develop their language skills. Staff communicate with children in a variety of ways, helping children to learn. For example, they role model language, repeat key words and use Makaton.

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

- The quality of teaching is variable. Overall, staff understand their roles as educators and they support children's confidence and self-awareness. Children are happy to explore the environment independently. However, some staff do not have the skills to engage children in meaningful and purposeful play that excites them and moves their learning on.
- Staff plan a wide range of activities to support children's physical development. Children have plenty of opportunities to develop their coordination and control, and enjoy using wheeled toys outside. Inside, staff encourage children to use a range of malleable materials and tools.
- Children with special educational needs and/or disabilities are identified quickly. Managers support staff to write individualised plans to meet children's needs and monitor their progress. Managers make rapid referrals to external agencies to ensure that these children get the support they need before moving on to the next stage in their learning.
- Staff teach children about different cultures, festivals and celebrations. For example, children have made displays about different heritages after learning about the Notting Hill carnival. This encourages children to learn about similarities and differences between themselves and others.
- The managers and staff have worked together to strengthen partnerships with parents. They regularly send out emails and newsletters to keep them updated

with the upcoming events and themes. However, the strategies staff use to inform parents about what children are learning and how they can support individual children's development and next steps in learning are not always successful. Some parents comment that they do receive general information and do not receive enough information about their children's development and learning to know how they can support them at home. As a result, some parents are unaware of how they can best extend children's development at home.

- There are systems in place for managers to evaluate the curriculum they provide for children. However, these are not fully effective, as managers have not identified weaknesses in the quality of education. This limits their ability to give staff the support they need. It also means that some areas of the curriculum are stronger than others. Furthermore, managers do not observe staff or provide feedback regularly enough. Consequently, not all staff fully understand what is expected of them.
- Staff observe and assess children's progress appropriately. They know the children well and provide resources that children show interest in. Staff are keen to promote children's learning through play. They provide activities children enjoy to encourage their participation. However, the organisation of the session, such as when children play together, does not support their learning well. At these times, noise levels are high, and it is hard for children to hear what others say. This does not help children to concentrate on what they are learning and affects their ability to listen and pay attention to what they are being taught.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of their responsibilities for keeping children safe. They receive regular child protection training, and updates are displayed throughout the nursery. Staff understand the procedures to follow if they have any concerns about children. They also understand the whistle-blowing procedures should they have any concerns about the actions of their managers or colleagues. Managers follow appropriate recruitment procedures. They carry out checks to make sure staff are suitable to care for children. All areas of the nursery are safe and daily routines, such as mealtimes, are managed well. Staff are aware of children's dietary needs.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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<p>raise the quality of interactions and teaching to ensure staff are consistently guiding children's development to a good level and all children make the best possible progress</p>	<p>07/10/2021</p>
<p>provide staff with effective supervision and regular monitoring that focus on supporting and coaching so that they know what is expected of them, and use this process to help staff to plan the curriculum and deliver meaningful learning experiences that build on what children already know and can do.</p>	<p>07/10/2021</p>

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

- develop ways to share information with parents about children's individual learning and development so that parents can complement their children's learning at home
- create an environment that supports children's ability to concentrate and focus on their chosen activity, with specific regard to managing noise levels.

Setting details

Unique reference number	EY558443
Local authority	Ealing
Inspection number	10194096
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	47
Number of children on roll	36
Name of registered person	YMCA St Paul's Group
Registered person unique reference number	RP524773
Telephone number	02088321516
Date of previous inspection	Not applicable

Information about this early years setting

Jumpers registered in 2018 and is run by West London YMCA. The nursery operates from a purpose-built building in the grounds of the YMCA in Ealing, in the London Borough of Ealing. It is open each weekday from 8am to 5pm, for most of the year, closing for a week at Christmas and on bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. It employs 12 staff, including the manager, eight of whom hold relevant qualifications from level 2 to level 3.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager across all areas of the setting to understand the setting's curriculum and how staff implement this.
- Parents spoke to the inspector on the telephone.
- The managers individually completed two joint observations with the inspector. Together, they evaluated the impact of the activities on children's learning and development.
- The inspector tracked the experiences of two children during the inspection. Children talked to the inspector about their interests and interacted with her.
- The managers and the inspector held discussions and staff talked to the inspector about their key children and roles and responsibilities.

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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