

Inspection of Jumpin Jacks

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

Inspection date: 16 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children are very happy, content and confident. They settle quickly, developing close relationships and strong bonds with staff. Children confidently explore and experiment in their play. They rise to staff's high expectations for their success. Babies flourish in the care that they receive from the warm and knowledgeable staff. For example, they confidently pick objects hidden in a bag that remind them of their favourite songs and nursery rhymes. Babies sing with enthusiasm. Children are imaginative and creative. They love to dress as characters from well-known books and create their own stories. During group and story times, children listen intently. They become engrossed in activities and show a clear enjoyment of new experiences.

Children learn about healthy lifestyles. They enjoy the many opportunities that staff create for them to be outside and active. Children learn about the importance of healthy choices of food through, for example, their role play and discussions at mealtimes. They are very well behaved. Children respond very positively to staff's praise and guidance, helping them to feel safe and secure at all times. They take good care of themselves and others. Children know that they need to share their favourite toys and, for instance, make very good use of sand timers to do this.

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

- The well-qualified manager provides strong, well-informed leadership and a clear direction for future development. She supports staff to research and review the procedures for planning and organisation, to provide the best for all children. The manager is very ably supported by her knowledgeable and committed senior staff team.
- Staff help children to develop their problem-solving skills well overall. For example, children make large tunnels that they can walk through using construction materials. Staff encourage children to try different ways to make doors that open and close. Sometimes, however, staff do not fully support children's thinking and reasoning skills. For instance, when staff ask children questions, they do not always give them time to think and respond before they provide an answer themselves.
- Staff prioritise the development of children's speaking skills. They plan to build on children's language skills and to enrich their vocabulary. For example, staff skilfully show children how to say new or difficult words by maintaining close facial contact and carefully pronouncing new words. They support children to use new words in different contexts to help them remember them. For example, children are encouraged to use descriptive words about autumn in sensory play and in their paintings and modelling, role play and construction activities.
- Children enjoy many opportunities to sit with staff to share a favourite book and

listen to well-told stories. They learn to anticipate what will happen next and to relish repeating phrases from familiar books. Children have many opportunities to take books home and share their enjoyment with their parents.

- Staff are very aware of the impact that the COVID-19 pandemic has had on children's social and personal skills. They work with parents to ensure that children have familiar toys and activities when they first start, and they help children to build bonds with staff and other children. Throughout the pandemic restrictions, staff kept in touch with families and offered ideas and resources for children to complete at home.
- Staff contribute significantly to children's awareness of healthy living. They introduce them to real fruit and vegetables in the home corner, which children slice and chop with great skill. The nursery provides nutritious meals, sometimes with ingredients the children have grown. Children take great pride in serving themselves.
- Staff teach children to listen carefully and follow instructions. They create a calm and organised environment where children feel safe and respected. Staff help children to explore their feelings, for example by encouraging them to talk to a puppet and to listen to stories about different emotions.
- Parents hold very positive views about the nursery. They welcome how happy and eager to learn their children are. Parents appreciate the guidance that staff provide. They praise the detailed feedback they frequently receive, particularly during the pandemic. Parents feel that their children are well prepared for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to report and manage child protection concerns. They have a good awareness of the indicators of abuse and are confident about the process to follow if they were concerned about a child. This includes protecting children from extreme views. Staff supervise children vigilantly when they play. They often involve children in thinking about how to play safely, for example, in their climbing and balancing activities.

What does the setting need to do to improve?

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

- focus professional development on ensuring that staff give children time to respond to questions to further deepen their thinking and reasoning skills.

Setting details

Unique reference number	EY486712
Local authority	Doncaster
Inspection number	10213987
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	0 to 8
Total number of places	51
Number of children on roll	71
Name of registered person	Jumpin Jacks Nursery Ltd
Registered person unique reference number	RP534389
Telephone number	01302 890534
Date of previous inspection	18 July 2017

Information about this early years setting

Jumpin Jacks registered in 2015. The nursery employs 15 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 3, one holds a qualification at level 5, and three hold qualifications at level 6. 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.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk together to review children's learning experiences.
- The children talked to the inspector about their activities.
- The manager and the inspector conducted a joint observation of children's activities.
- Discussions were held with senior leaders and members of staff.
- The inspector discussed the management and organisation of the nursery with the manager. He reviewed relevant documents.
- The inspector held discussions to seek the views of parents.

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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