

# Inspection of Jumping Jacks Private Day Nursery

Jumping Jacks Private Day Nursery, 34 Ullswater Rd, Golborne, Warrington WA3 3EY

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Inspection date: 14 January 2022

<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

Children are happy and settled at the nursery. Parents do not routinely enter the nursery due to COVID-19. Children have adapted well to this change and enter confidently and eager to play. Staff are good role models. They have high expectations for behaviour and manners. This helps children to learn about the importance of being kind, considerate and respectful to each other. Children know what is expected and can resolve minor conflicts between themselves. They share and take turns with their friends and play happily together.

Physical development is a strength at the nursery. Older children learn to use tricky equipment, such as the fireman's pole, confidently and independently. They show good hand-to-eye coordination when taking part in ball games. Staff teach children to throw the ball 'high' and 'low'. This develops children's understanding of positional language and widens their vocabulary. A range of climbing equipment helps children to learn to balance and negotiate their surroundings carefully. Younger children take great delight in their achievement of climbing the steps of the slide independently. Children have a positive attitude to learning.

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

- Managers have a good understanding of what they want children to learn. They plan a curriculum that is balanced and varied. On the whole, staff implement the curriculum well. They understand the different ways that children learn and plan activities that focus on children's interests. Targeted support for children with special educational needs and/or disabilities helps to ensure that all children make good progress. However, during some activities, staff do not consider what children already know and can do and what they need to learn next. For example, some activities are too difficult for younger children and do not build on their existing knowledge. As a consequence, children lose interest and become distracted.
- Overall, children demonstrate good levels of concentration and perseverance. For example, two-year-old children become deeply engaged when learning to transfer pom-poms using tweezers. They use their small finger muscles to grip and select pom-poms with great precision. This helps to develop the skills needed for early writing and prepares children for the next stage in their learning.
- Children enjoy listening to stories, both indoors and outdoors. They explore what is happening on each page and discuss what they think might happen next. Staff support children's expanding vocabulary by introducing new words, such as 'piñata'. However, when indoors, story time usually takes place at the end of a large group activity. This means children have already been sitting for a long time, consequently, they become restless before the story has finished.

- Children are developing good levels of independence. They serve their own food, pour water and put on their own coats. Staff teach children to follow good hygiene practices, such as handwashing, and explain why these are important. Children learn about the different things that contribute to a healthy lifestyle, such as a balanced diet, exercise, reduced screen time and oral health. Children are being given information that will help them to make healthy choices in the future.
- Pre-school children have lots of fun exploring the mud kitchen. They demonstrate good language skills when negotiating how much water they need to make 'mud cakes'. Children use a range of equipment to carefully transport their creations. They explore and describe the difference between the textures of wet and dry mud. Children role play different scenarios from everyday life, such as using the toaster to make 'mud toast'. They show good levels of engagement and eagerness to participate.
- Staff well-being is high priority at the nursery. Managers often check in with staff to ensure they feel happy and supported within their roles. Although staff have regular supervision meetings, they do not always receive feedback about how to improve their knowledge and skills. This means there are some inconsistencies in the quality of education across the nursery. For instance, staff in the baby room do not consistently model the correct language. This hinders children's emerging speaking skills.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities to keep children safe. They know the signs and symptoms of abuse. Staff are confident with the procedures to follow if they are concerned about a child's welfare or the behaviour of a staff member. They are alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. Staff complete training courses to keep their safeguarding knowledge up to date. Risk assessments of the building and surrounding area help staff to ensure the environment is safe and secure for children.

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

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

- support staff to plan activities that build more specifically on what children already know and can do and what they need to learn next
- refine the organisation of group activities, such as story time, to ensure all children are able to remain fully engaged
- provide staff with accurate performance feedback to help raise the quality of education to the highest level.

## Setting details

<b>Unique reference number</b>	323018
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10216413
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Stradins, Beverley
<b>Registered person unique reference number</b>	RP513732
<b>Telephone number</b>	01942 513345
<b>Date of previous inspection</b>	12 January 2017

## Information about this early years setting

Jumping Jacks Private Day Nursery registered in 1998. The nursery employs 27 members of childcare staff. Of these, 25 hold appropriate early years qualifications from levels 2 to 6. The nursery opens from Monday to Friday all year round. 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

Kayte Farrell

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the manager. Documentation relating to the suitability of staff was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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