

Inspection of Jumping Jo's Day Nursery

39 Lichfield Street, Bilston WV14 0AJ

Inspection date: 8 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by their key person and settle well. Babies who are new to the nursery demonstrate that they are happy and content in their new environment as they smile and bounce up and down. Babies thrive in a quiet environment that is separate from the hustle and bustle of the older children's routine. Older children benefit from an additional learning space, where they can relax and take part in smaller group activities which focus on their next steps for learning.

Children's behaviour is extremely good and they receive high levels of praise for their efforts and achievements. To celebrate their achievements, they receive 'star of the week' as a reward. Children are eager to join in with age-appropriate, hands-on activities which strengthen their understanding of current topics. Children benefit from having external visitors who share interesting experiences to broaden their curriculum and embed learning. For example, they receive visits from farm animals to develop their understanding of nature, and professional dancers who promote physical development.

Children are taught about British values, including equality and differences, as they take part in an 'around the world' topic. Older children bring items from home, such as apples from Poland and cocoa from India, to share with their peers and to talk about where their families are from. Older children are confident to talk about themselves and develop high self-esteem. They make good friendships and happily involve their friends in their play.

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

- Leaders implement a secondary key-person system to raise the quality of teaching and enhance the experiences children receive. Key people work together to create a curriculum which supports children's next steps for learning. They do this through observation and assessment. However, key people do not always actively ask children questions to understand what they know and can do. At times, children have limited opportunities to share their ideas before staff give their own interpretations or complete tasks for them. For example, staff cut older children's food up for them when children ask for assistance, instead of finding out what they are capable of and supporting them to try for themselves. This impacts on children's independence.
- Staff plan the learning environment carefully to support children of all ages to practise their physical development and hand-to-eye coordination. For example, two-year-old children show high levels of concentration as they use tweezers to pick up noodles. Toddlers concentrate as they use a stylus to press a magnet into a board. Children develop the essential fine motor skills they need for early

mark making and handwriting.

- Leaders and staff work extremely well in partnership with parents. Parents are provided with ideas and suggestions to help them support children's ongoing learning and development at home. This includes effective support for potty training. Children make progress in their learning because parents are engaged. Parents express how work sent home reflects on what children are learning at the nursery. For example, when children learn about cultures and families, children are asked to draw pictures of their homes and reflect on their family experiences.
- Leaders and staff are extremely aware of the impact the COVID-19 pandemic has had on children's speech and language development. Leaders have invested in specialised early years toolkits to identify those children at risk of falling behind. Staff receive focused training to be considered as a 'communication-friendly setting'. They work collaboratively in partnership with other professionals to promote language development. However, at times, children's learning is impacted by the volume in the pre-school room. As a result, staff raise their voices to be heard and children need to repeat language to be understood. This does not support children's speech and language nor their developing listening skills.
- Children's mathematical development is rooted into the curriculum. Children of all ages explore mathematical stories. They develop concepts of shapes, numbers and measurement, which are woven into pictures and storylines. Children and babies have lots of opportunities to enhance their early mathematical thinking through play.
- Leaders have established effective systems to monitor the quality of the nursery. They work collaboratively with other local nurseries to inform and share good practice and strive for better outcomes for children. Leaders support staff's continuous professional development to drive improvement, and training outcomes feed into action plans.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about child protection and safeguarding concerns. They understand all safeguarding issues, including Female genital mutilation and the 'Prevent' duty. They know the correct procedures to follow should they have concerns about a child's welfare or if an allegation is made against staff. Leaders have robust procedures in place to ensure that all staff are suitable to work with children. They use supervision meetings to discuss safeguarding roles and responsibilities. Staff implement a 'niggle sheet' to record little concerns which together may indicate a bigger issue. Staff prioritise themed weeks to focus solely on health and safety to ensure that children are taught to keep themselves safe. This includes road safety and e-safety.

What does the setting need to do to improve?

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

- monitor the volume in the pre-school room to ensure that it does not impact on children's opportunities to continually develop their speech and language
- encourage staff to ask more questions and be curious about what children already know and can do, to further enhance children's ideas and independence.

Setting details

Unique reference number	EY494308
Local authority	Wolverhampton
Inspection number	10220614
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	41
Number of children on roll	78
Name of registered person	Jumping Jo's Day Nursery Limited
Registered person unique reference number	RP906998
Telephone number	01902 652767
Date of previous inspection	30 August 2016

Information about this early years setting

Jumping Jo's Day Nursery registered in 2015. The nursery employs 13 members of staff. Of these, three hold appropriate early years qualifications at level 6, seven hold qualifications at level 3, and one holds a qualification at level 2. 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

Mikaela Stallard

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.
- A joint observation was carried out by the inspector and the manager.
- The manager and the inspector had a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector spoke to children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of suitability, safeguarding and complaints policies.
- The views of parents were considered by the inspector, through verbal discussions.

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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