

Inspection of Jumping Jacks Childcare

84 Spenser Road, Bedford, Bedfordshire MK40 2BB

Inspection date: 8 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and excited when they arrive at nursery. They are confident to say goodbye to their parents. Staff are warm, welcoming and nurturing towards the children and greet them with enthusiasm. Children are encouraged to be independent. This is reflected in children's engagement in the activities the staff provide for them. Staff support children's emotional well-being and give them encouragement and praise.

Children are very well behaved. Children play together purposefully and show great consideration for their friends. They are kind, polite and friendly to their friends and those who care for them. Children independently share, take turns and make sure their friends are happy. For example, when a child drops his model of a dinosaur, his friend stops his play and helps him to rebuild it.

Children benefit from high quality teaching in most planned focussed activities. For example, when planting sunflower seeds, children recall prior learning about how the sun helps flowers grow. Staff are quick to introduce new vocabulary such as photosynthesis to extend children's learning. Children are confident to take risks and can independently manage their safety; for example, independently riding balance bikes and confidently climbing on the outdoor play equipment.

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

- Leaders have a clear vision for the curriculum in the nursery. However, not all staff have a clear understanding of the curriculum or how it is implemented to support and sequence children's learning.
- Staff plan a range of focussed activities for children. At most of these activities, children engage well and staff share rich vocabulary and use questions to extend children's learning. For example, children are able to talk about different habitats and how we need oxygen to breathe. However, this is not consistent when children are accessing some of the free-play experiences. Staff do not always capitalise on opportunities to explore children's thinking and extend their learning.
- Staff encourage parents and children to share information about experiences and interests outside of the nursery. This information is then used to broaden the experiences of children in the nursery and outings in the local area. For example, some parents commute on the train. Staff plan trips to the local train station to watch the trains. They talk about where the trains might be going and who has been on a train.
- Children are extremely confident and show respect for each other. They are very eager to join in activities and share their learning with others. Children are considerate and include others in their experiences. For example, children invite

their friends to join them in a pretend tea party.

- Partnerships with parents are strong. Leaders and staff work closely with parents and they value their opinions and views. Parents speak very positively about staff and the experiences of their children. They feel included in their children's learning journey. Parents feel informed about how their child is progressing at nursery. Parents talk about how staff support them by giving advice when needed.
- Staff sensitively support children to make the move to their new room as they develop and grow. Staff clearly identify what they want the younger children to learn before they move onto the next stage in the nursery. An effective key-person system ensures that children feel safe and secure. Children are confident to move from the different rooms of the setting.
- Leaders strive to promote healthy eating and become more sustainable. Meals and snacks are well thought out and children are encouraged to be independent and serve themselves. Staff talk to children about a healthy lifestyle and why they should eat healthily and drink water. Through sharing sessions, staff share knowledge with parents to support oral hygiene.
- Staff feel extremely well supported. Supervision meetings are focussed on their professional development and well-being. Staff show enjoyment in what they are doing and this is reflected in the strong staff retention.
- Staff work closely with parents and other professionals to support children with special education needs and/or disabilities. Leaders access support from other professionals and swiftly put plans in place to ensure that children and their families have the help they need.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow good procedures to ensure that adults working with children are suitable for their roles. They provide new staff with appropriate induction training to ensure that they understand their role and responsibilities. Staff are aware of the indicators that may suggest that a child is at risk from harm. They know how to recognise potential signs of abuse and neglect and who to report their concerns to. Staff keep up to date with their knowledge of safeguarding through regular training and discussions at staff and supervision meetings.

What does the setting need to do to improve?

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

- strengthen staff knowledge and skills to effectively deliver high quality interactions across all parts of the setting
- support staff to develop their understanding of the early years curriculum and how to sequence children's learning to build on what children know and can do.

Setting details

Unique reference number	EY301221
Local authority	Bedford
Inspection number	10137489
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 4
Total number of places	52
Number of children on roll	74
Name of registered person	Jumping Jacks Childcare Limited
Registered person unique reference number	RP910907
Telephone number	01234 354960
Date of previous inspection	16 February 2016

Information about this early years setting

Jumping Jacks Childcare was registered in 2004 and is situated in Bedford. The nursery employs 18 members of staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery opens each Monday to Friday all year round, apart from closure at Christmas and Bank Holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides care for children with special educational needs.

Information about this inspection

Inspector

Annette Franklin

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 completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of teaching throughout the inspection. Joint evaluations of the quality of teaching within activities took place between the manager, operations director and the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- A meeting was held with the inspector and the leadership team to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the nursery.

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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