

Inspection of Jumpers

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

Inspection date: 16 August 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children play and learn in a caring and positive environment. They build strong relationships with their peers and adults in the setting. This supports their emotional well-being effectively. Children are happy and feel safe. They settle quickly and develop confidence in exploring their environment.

Children behave well. They understand the expectations that staff have of them. Children receive warm praise from staff for the good choices they make. They copy staff's positive interactions. Children learn to speak respectfully to each other, take turns and be kind to their friends.

Children develop and build on their vocabulary, which enables them to express themselves confidently. They have plenty of opportunities to explore books and listen to stories that they enjoy. Young children enjoy singing songs and joining in with the actions. Older children are successfully learning mathematical concepts, such as shape and size, and beginning to count with increasing confidence.

Leaders and staff work well together. They have high expectations of all children, including those with special educational needs and/or disabilities and those who speak English as an additional language. They work hard to ensure that children's needs are quickly identified and that they receive early input.

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

- Staff interact warmly during care routines, such as nappy changes and washing hands. They make eye contact and sing songs. At sleep and rest times, staff reassure children by patting and stroking them. This helps children to feel safe and secure.
- Children confidently develop their independence and self-care skills. They independently select toys and resources that they want to play with and take the lead in this. Staff teach children tasks such as dressing and washing and drying their hands independently. Children tidy up after themselves and understand why this is important to keep them and their friends safe. However, routines such as lunchtime are not always well managed compared to other routines in the setting. Children can spend a long time waiting, and conversations do not always stimulate them.
- All children are making good progress across the seven areas of learning. Any possible gaps in learning are quickly identified and appropriate support put in place. Children are well prepared for next stages of learning. Overall, the curriculum is well sequenced, ambitious and challenging.
- Staff regularly observe, plan and provide creative and exciting experiences that children engage with. However, on occasion, during activities, staff do not

always give children enough time to think and answer questions posed to them. This does not always provide opportunities for children to promote and develop their thinking.

- Children persevere with their activities and receive huge encouragement and praise from the staff. This promotes children's resilience and helps them to become motivated lifelong learners.
- All children develop their physical skills well. Babies practise walking safely using low-level furniture and enjoy crawling through tunnels. Older children throw, run, jump and learn to balance confidently. Staff plan effective opportunities for children to strengthen the muscles in their hands. Children draw shapes in the sand and use scissors confidently. They pull, squash and flatten play dough and use jugs and cups to pour and fill water. This helps to ensure that children are well prepared for writing.
- Parents talk positively about the setting. They value the daily verbal feedback about their child's day and find the photos and information on the nursery app very useful. The manager recently held a workshop for parents to learn about how to support their children at home. This successful partnership has had a positive impact on children's learning and development.
- The staff talk positively about leaders and the support they receive. Leaders work closely with staff to support their learning through training and development. Staff receive effective support and value regular supervision meetings.

Safeguarding

The arrangements for safeguarding are effective.

Staff closely supervise children and provide a secure environment to ensure that children remain safe. Daily risk assessments are carried out before the children arrive, and the provision is clean and safe. Staff have a good knowledge of safeguarding and child protection issues. All staff have completed safeguarding training. They know the signs that may indicate a child at risk of harm. Staff have a clear understanding of what to do if an allegation was made against them or a member of staff. There are robust recruitment procedures in place to ensure that adults working with children are suitable.

What does the setting need to do to improve?

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

- make better use of routine activities and strengthen opportunities for children to extend their learning further
- support staff to make better use of questioning during activities to promote children's thinking.

Setting details

Unique reference number	EY558443
Local authority	Ealing
Inspection number	10209154
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	35
Name of registered person	YMCA St Paul's Group
Registered person unique reference number	RP524773
Telephone number	02088321516
Date of previous inspection	26 August 2021

Information about this early years setting

Jumpers registered in April 2018 and is run by YMCA St Paul's group. The nursery operates from a purpose-built building in the grounds of the YMCA in the London Borough of Ealing. It is open each weekday from 8am to 6pm for 51 weeks 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 members of staff, including the manager, of whom eight hold relevant qualifications from level 2 to level 3.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want children to learn.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery. Children spoke to the inspector during the inspection.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspectors looked at documentation relating to the suitability of those working with children, such as their qualifications, first aid and Disclosure and Barring Service checks.

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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