

# Inspection of Jumping Jacks Private Day Nursery

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

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Inspection date: 10 March 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

Children's well-being and safety are compromised. The manager has not ensured that staff are aware of new risk assessments which have been put into place. Some staff fail to demonstrate an understanding of their role and responsibility to identify risks to keep children safe. This results in children being at risk of harm. Furthermore, due to the lack of structure to the day, deployment of staff is not effective. This impacts on the safety of the children as supervision of children is inadequate.

Children do not consistently engage in purposeful learning. The mix of age ranges hinders the quality of teaching. For example, in the afternoon, children in the older age rooms join together in the garden, which causes a chaotic and loud environment where interactions and learning for the children are poor. Due to the lack of oversight from the manager, what is intended for the children to learn is not implemented. Experiences set out for the children do not meet their needs. Particularly for children with special educational needs and/or disabilities (SEND). This hinders children being able to progress in their learning. Additionally, parent partnership is poor. Some parents are not aware of their children's development and the manager does not swiftly inform parents when there is a change to their child's key person.

Children's attitudes to learning are poor. Some staff do not provide experiences which entice children. This results in children not engaging well in activities and wandering around the environment with a lack of purpose. In addition, staff do not give children clear expectations for behaviour. Therefore, children do not understand how to manage their own behaviour. This results in them potentially causing harm to themselves or others. That said, children have formed good bonds with the staff and enter the nursery happy.

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

- Children's safety is compromised. The nursery has recently been taken over by new ownership. Since the takeover, there has been several changes to the nursery environment. Due to this, the manager has put new risk assessments in place. However, the manager has failed to share these with staff, which has put children at risk of harm. For example, new doors have been fitted in one of the playrooms, but staff have not been shown how to open these, so that they do not cause a risk to children.
- Some staff's understanding of how to keep children safe is inadequate. Staff allow children to walk around with food in their mouths, which could cause a risk of choking. Furthermore, when children pour sand on the floor and slip and fall over, staff do not identify this as a risk to children's safety. This indicates that

staff have a lack of understanding of their role and responsibility to effectively risk assess the environment and minimise the risk of harm to children.

- Children are not always adequately supervised, particularly in the afternoon when children from different rooms join together. Due to lack of supervision, children pick objects up from the floor and put them in their mouths. This puts children at significant risk of harm. Furthermore, staff in the baby room do not deploy themselves effectively around the room. This results in limited interactions between the staff and children.
- Children's learning and development needs are not met. Particularly, children with SEND. Staff demonstrate that they know the children well and are aware of targets set to progress their development. The setting are meeting the required ratios. However, staff are not always deployed effectively. Due to this, staff do not spend sufficient time with children to provide them with a high-quality education which meets their specific needs. This hinders children's development.
- Children's behaviour is poor. For example, children throw sand at each other and kick each other under the table. Staff do not support children to learn how to respect the toys and resources. When children display inappropriate behaviour, staff do not manage this effectively. This leads to children not developing an understanding of right from wrong and respect for others.
- Partnerships with parents are not effective. When outside agencies come to the nursery to work with children, staff do not inform parents. Additionally, when a child's key person changes, the manager does not swiftly ensure there is a new key person in place. This results in uncertainty for children and their families.
- Children's health is not consistently promoted. Children learn about the importance of washing their hands. They engage in physical experiences, such as movement and music. However, not all children have access to water throughout the day. For instance, babies are unable to access water freely. Some babies are yet to be able to verbally communicate when they need a drink. On the day of the inspection, children's water cups were taken away after lunch, leaving children with no access to fresh drinking water. This has an impact on children's health.
- Children do not demonstrate positive attitudes to learning. They are unable to concentrate on activities for long periods of time. At times, the environment is loud and chaotic, and routines are not embedded. As a result, children are not learning how to play. They do not experience a good quality of education.
- Despite the weaknesses, children have good bonds with the staff. Children enter the nursery happy to start the day. They settle well and will go to staff for comfort and reassurance. Staff often provide cuddles for children. This helps children's emotional well-being.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders fail to ensure that children are kept safe. They do not effectively ensure that staff are aware of risk assessments and understand their role and responsibility in keeping children safe. This results in children being at significant

risk of harm. The manager is aware that mixing the age ranges of children is not effective, but she failed to rectify this until the day of the inspection, to ensure that children are adequately supervised. That said, the premises are secure which ensures individuals cannot access the nursery without a member of staff letting them in. The manager and the staff demonstrate a good knowledge of child protection procedures. This knowledge helps staff take appropriate action if they had a concern about a child's welfare.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
take all reasonable steps to ensure children are not exposed to risks, and ensure that all staff are made aware and understand risk assessments to effectively minimise risks to children	30/03/2023
ensure that staff have a thorough knowledge and understanding of their role and responsibility with regard to risk assessments, so that the environment is always safe and secure	30/03/2023
ensure staff are suitably deployed to meet the needs of children, and to ensure children are adequately supervised	30/03/2023
put effective arrangements in place to ensure staff have sufficient time to meet the needs of children with special educational needs and/or disabilities	30/03/2023
train staff to manage children's behaviour effectively and help children to learn respect for others and the environment	30/03/2023

ensure there is an effective key-person system in place, so that all children have a key person and parents are aware of who their child's key person is	30/03/2023
establish a two-way-flow of communication between parents and staff to support children's development	30/03/2023
ensure that fresh drinking water is made available and accessible to all children at all times	30/03/2023
provide an environment that allows children to access high-quality interactions and purposeful learning to progress children in their development.	13/04/2023

## Setting details

<b>Unique reference number</b>	2709988
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10281244
<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>	52
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Jumping Jacks Limited
<b>Registered person unique reference number</b>	2709989
<b>Telephone number</b>	01942 513345
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jumping Jacks Private Day Nursery registered in 2022 and is located in Warrington. The nursery employs 23 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, and two hold 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

Joanne Valek

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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