

# Inspection of Jumping Jacks Private Day Nursery

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

---

Inspection date: 16 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### The provision is good

The enthusiastic new leadership team actively encourages staff to be creative and think 'outside of the box'. Consequently, children are provided with a fun-filled and inclusive learning environment. Hence, children are keen to learn and try new things.

Staff develop warm, nurturing relationships with children, which helps them to feel safe and secure. Babies seek out their key person for comfort when they are tired or upset. This helps them to settle. Children are imaginative, for example, they create stories about the 'lava monster'. Children initiate games such as hide and seek with a set of foam numbers. They work collaboratively to ensure everyone joins in, including the inspector. Staff support children's learning effectively. They help children to become resilient and creative thinkers.

Children learn about the environment. They develop an awareness of recycling and where their food comes from. They carefully examine a caterpillar and spider with magnifying glasses before placing them in a safe place. Children behave well and learn to resolve conflicts. They show compassion for their friends who may be upset, offering comfort and support. Staff help the children to manage their feelings and explain how they are feeling. This helps them to develop the skills that they need to move into the next stage of their lives.

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

- The new leadership team's enthusiasm is infectious. It works with staff to ensure that children receive good-quality care and education. Leaders ensure that staff receive training and support. This has empowered staff and led to improved outcomes for children.
- The new curriculum is well balanced, sequenced and sparks most children's interest. However, on a small number of occasions, when the youngest children come together, staff do not consider the impact this has on the children's individual learning needs. This means some children are not able to make as much progress as possible.
- Staff create a language-rich environment. Children love to hear and use new words, such as 'camouflage' and 'volcano'. Older children use descriptive language well to describe what they can see and do. They describe the rabbit as being 'soft and warm'. Consequently, children become confident speakers.
- Children develop a love of reading. They talk about different stories, such as 'The Very Hungry Caterpillar', and include the story in various aspects of their play. Older children understand the different parts of a book. They explain that the spine holds the book together and the blurb is on the back page. This provides children with a secure foundation for future learning.

- Staff plan meaningful activities that capture the children's curiosity and 'can-do' attitudes. Toddlers show determination as they free their car that has become stuck on the garage ramp. Older children scream in delight when they work out how to make a water rocket.
- Children use a range of mathematical language. They identify which straw is the longest or shortest. Younger children become confident to count and recognise numbers in the environment. This helps children to become skilled mathematicians.
- Support for children with special educational needs and/or disabilities is good. Staff work effectively with other professionals to ensure children get the right support. This means that children make as much progress as possible.
- There is a strong focus on developing children's independence. Staff support children to see to their own personal care needs, such as toileting, and encourage babies to feed themselves. Older children help to set the table at mealtimes and pour their own drinks. This helps them to prepare for school.
- Staff support children's physical development and well-being. Children enjoy a range of healthy meals and snacks. Babies gain confidence to crawl and pull themselves up on furniture. Older children talk about their heart beating fast and pumping blood to their brain. They said this 'helps their brain to grow'. Children develop a positive attitude to staying fit and well.
- Parents said that their children are 'blossoming'. They said the new parent app is working well. They receive regular information about their child's day, progress and the next steps in their learning. This enables parents to support their child at home.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of safeguarding practice. They understand how to identify safeguarding concerns and the action that they need to take. This helps keep children safe. Recruitment and vetting procedures ensure that children are cared for by suitable staff. Staff help children develop an awareness of their own safety. For example, they teach children about road safety and how to stay safe online. Risk management strategies are effective and mean children are cared for in a safe and secure environment.

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

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

- organise group times to effectively meet the different learning needs of the children.

## Setting details

<b>Unique reference number</b>	2709988
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10284659
<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>	36
<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>	10 March 2023

## Information about this early years setting

Jumping Jacks Private Day Nursery registered in 2022 and is located in Warrington. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, and one holds 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**  
Chris Scully

## 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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years provision.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and leaders about the leadership and management of the setting.
- 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 spoke to several parents throughout the inspection and took their views into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023