

# Inspection of Jumping Jacks Pre School

The Tower Theatre, North Road, FOLKESTONE, Kent CT20 3HL

---

Inspection date: 23 October 2023

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

The arrangements to safeguard children are not sufficiently robust. Staff do not follow procedures in place to share relevant information with safeguarding partners and have failed to report significant events. The manager does not successfully promote an open culture of safeguarding awareness. This compromises children's welfare.

Despite this, the arrangements for the learning and development of children are good. Children enter the nursery well and follow the routines that they are used to. For example, the youngest children independently place their belongings in the correct places and settle quickly. They choose from a wide range of resources that appeal to their interests. Children behave well as they become engaged in playful interactions with staff.

Staff have high expectations for children's learning. They plan activities that relate to the seasons. For example, children go for walks to collect natural items during the autumn season. They use these to create pictures and to explore the different sensory aspects associated. Children learn about the surrounding environment, as they gain new skills and vocabulary.

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

- Staff who take the lead for safeguarding children do not act quickly enough when they identify that a child may be at risk of harm. For example, although staff understand the importance of sharing information about children within the staff team, they do not refer concerns with other agencies in a timely and appropriate way. Procedures are not adequately managed to ensure children are safe at all times.
- Despite the weaknesses in safeguarding, staff plan a curriculum that considers children's interests. The outdoor area is large and provides a wide range of opportunities for children to practise and develop their physical coordination. Children enjoy constructing their own buildings from the loose parts, such as plastic pipes and wooden blocks. Younger children enjoy bicycles and other ride-on toys. Staff create a purposeful area for children to be active, as well as to develop their problem-solving skills.
- Babies enjoy key interactions that help to develop their language skills. Staff model how to repeat words and emphasise sounds. Older children are encouraged to answer questions and develop a wider vocabulary. At times, however, staff do not fully extend children's learning and build on their language skills further. For example, on occasion they intervene too early, before allowing children the time to consider and express their own thoughts and ideas.
- There are effective transition arrangements between the three rooms to ensure

children feel safe, settled and that staff can meet their individual needs. Staff work closely with parents to ensure regular reviews of progress and development. Children benefit from forming close bonds with caring key people, who know their next steps for learning well.

- Children with special educational needs and/or disabilities are well supported. Staff work well with other agencies to provide a consistent approach to children's learning. They consider the routines for children, to ensure they gain the best possible experiences while at the nursery. Children who speak English as an additional language are also well supported, to ensure they can communicate their wants and needs effectively.
- Parents state that they value the information shared by their child's key person and that they have worked hard to get to know their child well. Children benefit from settle sessions, where staff get to know their stage of development. Staff offer support and guidance on aspects of development, such as potty training.
- Despite some areas of weakness in leadership and management, the manager has high expectations for staff progress. Staff feel valued and know that they can seek out and request training opportunities that will continue to improve their professional development.

## Safeguarding

The arrangements for safeguarding are not effective.

On the whole, staff understand how to recognise potential concerns for children's safety. However, staff, including those designated to take the lead in safeguarding, do not have a secure enough knowledge of when to implement the local child protection procedures they must follow. This includes when they have a concern about a child's safety. Despite this, staff understand the procedures to follow should an allegation be made against them, or if they have a concern about a colleague. Recruitment procedures are robust. This includes the background checks that are made to ensure that staff are suitable to work in the setting.

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

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

	Due date
ensure the designated leads for safeguarding understand the policy and procedures and respond to any concerns in a timely and appropriate way.	01/11/2023

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

- support staff to recognise when to give children time and encouragement to think things through and share their own ideas.

## Setting details

<b>Unique reference number</b>	EY397291
<b>Local authority</b>	Kent
<b>Inspection number</b>	10313390
<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 10
<b>Total number of places</b>	23
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Canaguy, Jacqueline Alice Helen
<b>Registered person unique reference number</b>	RP513282
<b>Telephone number</b>	01303 842233 07770500415
<b>Date of previous inspection</b>	16 January 2019

## Information about this early years setting

Jumping Jacks Pre School registered in 2009. It operates the grounds of the Tower Theatre in Folkestone, Kent. The nursery is available five days a week Monday to Friday from 7.30am to 6pm for most of the year, except bank holidays and two weeks at Christmas. There are four members of staff, all of whom hold relevant early years qualifications. The pre-school receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kate Williams

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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