

Inspection of Jumping Jacks Pre School

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

Inspection date: 8 March 2024

Overall effectiveness	Good
------------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children and their families are welcomed at this homely setting. Children enjoy playing with resources provided by staff who know them well. They spend time making maps and talking with staff about directions to get to the beach. This encourages their communication and thinking skills. Staff promote children's emotional well-being. They encourage children to identify how they are feeling using different 'emotion' bottles. This supports children's understanding of themselves. Staff plan activities to develop children's language, physical and social skills. Babies use soft-play equipment to climb and balance. Children with special educational needs and/or disabilities (SEND) are supported to walk around the garden. This successfully builds children's confidence.

Children behave well. They offer to help staff by being 'special helpers'. Staff frequently praise and encourage them. Children delight in feeding the guinea pigs and helping staff count how many children are in the pre-school today. This develops children's personal and social skills well. Staff plan a motivating and stimulating curriculum based on children's interests. For example, children sustain high levels of interest when looking for bugs outside. Staff promote children's talking and thinking skills well. They explain patiently to children how they can turn their magnifying glass around to look more closely at the stick insects they have found.

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

- Managers are proactive and hard-working. Since the last inspection they have ensured all staff have undertaken further safeguarding training. Managers ensure staff are well qualified and supported in their roles. They work well with the local authority to support improvements in practice.
- Staff plan a varied range of activities for children and have a clear idea of what they want children to learn. However, at times, staff are not always deployed most effectively to support all children in their play. This means, on occasion, staff are not aware when they could involve themselves further in children's learning to help them move their learning on.
- Staff promote children's understanding of others. Children who speak English as an additional language are included well. For example, staff learn words in different languages to help the children settle in. They encourage other children with the same languages to communicate together. This helps children to become familiar with the setting and each other.
- Children benefit from opportunities to develop their literacy skills. Staff have created 'room bears' that go home with children regularly. Children enjoy sharing the adventures that the bears have. This helps children's communication skills. However, at times, staff do not fully extend the conversations they have with

children to support language skills even further.

- Children with SEND make good progress. Staff actively liaise with relevant agencies for support and advice. Children who could not walk when they started are now taking their first steps. Staff support children well, providing comfort and reassurance that build children's self-esteem.
- Staff ensure they provide children with a range of activities based on their interests and needs. For example, babies enjoy exploring 'gloop' in a tray. Older children who are interested in Chinese New Year spend a long time making fans, proudly showing their friends. They confidently ask for what they want.
- Children begin to become more independent. Older children go to the toilet independently and help wash up their plates and bowls. Younger children know to get their coats on when they go outside. However, at times, staff do things for children that they are capable of trying for themselves. This does not support children to fully extend their self-care and independence skills.
- Children benefit from staff who are good role models. Staff encourage children to be kind to each other and to use good manners. They promote children's positive behaviour. Where children need support, staff explain to them how their behaviour affects their friends. They offer children choices and demonstrate how to use timers to help them take turns. This helps support children's sharing skills well.
- Communication with parents is good. Parents are well supported. For example, the setting use funding well to provide additional holiday sessions for families where needed. Staff share important information regularly with other agencies and partners to support children's transitions to school. Parents talk highly of the friendly and approachable staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance staff's deployment and their awareness of where to position themselves to support all children fully in their play and learning
- extend staff's knowledge and understanding to recognise when they can support children's engagement and language skills further
- support staff to identify when older children can do things for themselves to support their developing independence skills.

Setting details

Unique reference number	EY397291
Local authority	Kent
Inspection number	10319469
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	49
Number of children on roll	26
Name of registered person	Canaguy, Jacqueline Alice Helen
Registered person unique reference number	RP513282
Telephone number	01303 842233 07770500415
Date of previous inspection	23 October 2023

Information about this early years setting

Jumping Jacks Pre School registered in 2009. It operates in the grounds of the Tower Theatre in Folkestone, Kent. The nursery is open Monday to Friday, from 7.30am to 6pm, for most of the year, except bank holidays and two weeks at Christmas. There are six members of staff, all of whom hold relevant early years qualifications at level 2 or above. The pre-school receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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.
- Staff spoke to the inspector at appropriate times during the inspection, and the inspector took account of their views.
- The inspector spoke with the manager and deputy manager 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 carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views on the setting with the inspector.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024