

Jumping Jacks Childcare

84 Spenser Road, Bedford, Bedfordshire, MK40 2BB



Inspection date	16 February 2016
Previous inspection date	14 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leadership is exceptionally strong. The management and staff team are committed to continuous improvement. They critically evaluate their practice using, amongst other methods, personal reflection logs. Staff use a wealth of highly effective methods to obtain the views of parents and children, which make a significant contribution to ongoing improvement and self-evaluation.
- The exceptionally competent, well-qualified staff have an astute understanding of how children learn and accurately assess their development. This helps them to provide a range of highly stimulating experiences that meets children's individual needs and offers unique levels of challenge that inspire them to learn.
- Staff develop remarkably strong partnerships with parents. They invite parents to take part in frequent workshops based around areas of play and learning, as well as providing stay-and-play sessions for grandparents. In addition, staff provide innovative resource packs and ideas for parents, which considerably help to extend children's learning when at home.
- Children play a key role in making choices about their day. They have excellent opportunities to express their opinions, guide their own learning and be involved in the nursery. For example, children help to plan activities for two-week periods. They also recycle materials and monitor the use of energy produced by solar panels in the nursery, using a computer.
- Staff work in a commendable manner with other professionals involved in supporting children. They share exceptionally detailed information and carefully follow any guidance. Their meticulous attention to working in partnership with support agencies and parents ensures that disabled children and those with special educational needs make rapid progress in their learning.

What the setting needs to do to improve further

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

- explore further innovative methods and ideas to engage parents even more in the support of those children with additional needs during transition into the nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed their findings.
- The inspector held a meeting with the owner. She looked at relevant documentation, such as, evidence of the suitability of staff working in the provision, training and performance management files and self-evaluation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The management team and staff give child protection a high priority in all areas of practice to help them keep children safe. Staff vigilantly complete comprehensive risk assessments. Staff-to-child ratios are consistently met. The manager applies an insightful programme of performance management, which contributes significantly to the exceptionally strong quality of practice. For example, peer observation is used highly effectively to inform and drive a sharply focused training plan. In addition, the manager directs staff to consider specific areas of teaching every week to further drive their excellent practice. Procedures for staff recruitment and induction are particularly strong. New staff are supported extremely well through a meticulous probation programme.

Quality of teaching, learning and assessment is outstanding

The owner and staff team complete astute reviews of children's progress that enable them to highlight and address any weaker areas in their learning. Teaching is inspirational. Staff provide an environment and activities which significantly enhances children's eagerness to learn. Older children demonstrate a sophisticated knowledge of space, planets and comets. They dress up as space men and work together to create a huge rocket. Children confidently operate space-related software programs on the interactive whiteboard in the dedicated sensory and technology room. This is one more way that staff expand children's learning. Staff plan meticulously and ensure that science experiments help to maximise the many opportunities for mathematical development. They use children's enjoyment of reading to the full. For example, inspiring themed story activities engage younger children. Staff help to prepare children exceptionally well for their move to school. Group activities in the literacy room which focus on sounds, letters and numeracy, as well as home activities, build on children's learning extremely well.

Personal development, behaviour and welfare are outstanding

Staff are outstanding role models. Children behave exceptionally well, creating a vibrant and happy atmosphere for all. They democratically select helpers for the day and follow a weekly positive value, such as kind hands. As part of an extensive settling-in programme, staff and parents build boxes of special toys and photos of significant people in children's lives to help them feel secure. Furthermore, the owner has designed an ongoing programme they call 'Home Link', meeting with parents regularly to discuss all aspects of children's lives. This enhances the care and education staff provide. The owner has identified even further scope for planning support for children with additional needs as they settle into the nursery. Staff help to support children's independence and awareness of healthy eating. One way they do this is by helping older children to plan and prepare their own tea, such as, making their own bread rolls and fillings.

Outcomes for children are outstanding

All children, including those who speak English as an additional language, disabled children and those with special educational needs, make rapid progress in their learning. They are exceptionally well prepared for school.

Setting details

Unique reference number	EY301221
Local authority	Bedford Borough
Inspection number	848882
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	41
Number of children on roll	79
Name of provider	Sarah Louise Maycock
Date of previous inspection	14 February 2011
Telephone number	01234 354960

Jumping Jacks Childcare was registered in 2004. The nursery employs 13 members of staff. Of these, 10 hold appropriate early years qualifications at level 3 or level 4. The nursery opens each Monday to Friday all year round, apart from closure at Christmas and Bank Holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children attending who speak English as an additional language. It also provides care for disabled children and children with special educational needs.

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