



## **Jumping Jacks Childcare**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY301221
<b>Inspection date</b>	16 June 2005
<b>Inspector</b>	Paula Durrant
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<b>Registered person</b>	Sarah Louise Maycock
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Jumping Jacks Childcare was established in December 2004. The nursery is a converted detached house located in the culturally diverse residential area of Bedford town. Jumping Jacks is open Monday to Friday, 51 weeks a year from 07:45 until 18:15. It offers full day-care for 36 children from 0-5 years. Children are based in two separate rooms according to age, the older children aged 2 to 5 years downstairs in a three tier learning centre and babies are cared for upstairs in a separate unit with a

base play and rest area. They share access to a secure garden to the rear of the property which comprises of a grassed, soft surface and a patio area.

There are currently 38 children from 0 to under 5 years on roll. Of these 7 receive funding for nursery education. Children in attendance come from a wide catchment area; this include other towns and villages in Bedfordshire. The nursery currently supports children with special educational needs, and also supports children who speak English as an additional language.

Nine staff work at the nursery. Four of the staff have early years qualifications to level 3. Five staff members are working towards a recognised early years qualification. The nursery is a recognised satellite centre through Bedfordshire Training and Assessment Centre.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy good health and a healthy lifestyle because practitioners effectively adhere to clear, well structured health and safety procedures, which are consistently applied. For example, all staff wear protective clothing and gloves when changing nappies or supporting children with toileting needs. Children are effectively encouraged to participate and learn about keeping clean and healthy. For example, staff caring for the under two's actively involve children in the nappy changing process. A toddler gained a valuable practical exploratory opportunity in wearing a sterile glove whilst being changed. The child was keen to imitate the adult role. Staff recognise and value the child's interest. They used the experience to talk about the colour; feel and texture of the glove and the reason as to why they are worn. The staff sterilise resources; cleanse changing mats and tables with bacterial spray after each use and clean toilets periodically throughout the day. This supports high levels of cleanliness within the nursery environment. Children have separate rest areas, with individual bedding; this prevents the spread of infection. Children learn the importance of good personal hygiene through well-planned daily routines. They know for example, that it is important to wash their hands prior to eating and after using the toilet. They access tissues independently to wipe their noses and discard used tissues appropriately.

Children benefit from a versatile healthy diet. The nursery provides them with a varied choice for both snacks and main meals. A fruit platter allows children the opportunity to select favourite fruits and to taste unfamiliar foods such as 'Kiwi'. Children receive an option of main meal and heartily devour their choice. Plates are emptied quickly and there is provision for further portions on request. Younger children access drinks regularly while older children help themselves to water in accessible named water bottles throughout the day. Overall, they enjoy varied, well presented and nutritious meals and snacks. These comply with all special dietary requirements to ensure children remain healthy.

Staff use the Birth to three matters guidance well to provide a good range of physical play experiences for babies and young children. All children access daily fresh air regardless of the weather conditions. There is an undercover area within the garden and additional outer clothing such as shoes and coats are available for children should they be needed. All children are able to rest and be active according to their needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

This well designed and effectively monitored nursery gives high priority to children's safety and welfare. Practitioners help keep children safe in the nursery and on outings because they fully understand and comply with health and safety requirements. Supervision is exceptional. For example, ratios for the under two's are exceeded, allowing flexibility in preparing and organising activities and the environment. Staff support children well and meet their individual needs. Such as, when exiting the nursery for outside play, staff set buggies up in readiness for the non mobile babies and a selection of age appropriate resources for the mobile babies and older toddlers. Children exit the premises safely, with an adult to each child as they come down the stairwell. Children demonstrate an understanding of staying safe as they prepare themselves appropriately before going into the garden. Older children apply sun cream and learn to fetch their sun hats, but limited emphasis is given to teaching children the reason behind the routine procedures. Staff demonstrate a knowledge of what to do in the event of an emergency but children have yet to practise these skills other than in discussion.

Children use a sufficient range of safe, good quality, developmentally appropriate resources which are well organised in child height furniture to encourage independent access. Staff skilfully explain safe practices, such as the need to pick up items dropped on the floor, so that other children do not fall or hurt themselves. This helps children to learn to take responsibility for keeping themselves safe.

Staff protect children well. Strong recruitment and induction procedures ensure that adults are suitable to work with children. This includes experience, training and vetting checks. Children remain the primary focus of care in this well organised and managed setting. Staff are vigilant in their practice and are confident in their knowledge of child protection, reporting concerns appropriately to senior staff. Open relationships between home and nursery ensure that children's needs remain the single important factor. The child protection coordinator ensures that procedures are up to date and that staff understand their responsibilities.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy and make good progress in learning, leisure and personal development because practitioners are confident, enthusiastic and knowledgeable in their childcare practice. Staff effectively use the Birth to three matters guidance to

underpin the foundations of the educational programme for all children. Extended planning for older children, builds on the Foundation Stage Curriculum as a supplementary layer, which interlinks positively with children's progression and achievement. Children under two's years are very articulate due to the positive interaction and staff engagement in conversations. Children are valued. For example, a younger toddler arriving for breakfast also brings her soft toy. Staff allow the child the opportunity to seat their soft toy next to them and play along with the scenario of 'offering Tigger breakfast too'.

## Nursery Education

The quality of teaching is good. Practitioners have a sound knowledge of the Foundation Stage. Highly detailed plans provide an overall balanced across all six areas of learning. Children access a broad range of practical activities, which are well-planned and exceptionally well executed. For example, older children participate in a practical experience of searching for their shadows in the garden prior to returning to their base room to make a sun dial. Children benefit from a full discussion about their findings and gain an explanation as to what a sun dial is and how it works, comparing this with the mechanics of a clock. Children enjoy the activity and creativity and design remains individual. On completion of the task, children return to the garden and test their creations. Children smile, laugh and show sheer delight as they observe the outside clock working.

Children have regular opportunities to access reading materials; mark make for a purpose; count; problem solve; develop a sense of belonging; learn about the world around them; design their own creations; sing; move to music; develop a sense of space and use a range of tools and equipment. However, limited emphasis is given towards the frequency of teaching children about their bodies and the changes and effects when they are active which restricts their understanding of keeping themselves healthy.

## Helping children make a positive contribution

The provision is outstanding.

Children from a variety of ethnic backgrounds and children with special needs are warmly welcomed in the nursery. Practitioners ensure that the resources positively represent the children who attend as well as individuals from the wider community. This helps children develop a positive attitude to others. Children are extremely well behaved, and very polite in response to the consistent expectations of caring practitioners. The manager ensures that a warm welcoming and homely environment is provided, prioritises the welfare of the children in attendance. Children take turns and show concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

Practitioners are conscientious and welcoming to parental input. There is a wealth of information which is easily accessible which includes general care and educational literature. Parents value the openness and honesty of staff. This supports the appropriate sharing of information in sensitive situations. Parents are highly complimentary about the level of service provided.

Staff encourage parents to actively contribute towards individual assessment records. Therefore, children benefit from a two way sharing of information between parents and practitioners to enhance their learning. This underpins their progress in the nursery and consequently their ability to fully contribute to the provision. The nursery effectively communicates and fully shares literature and information about the educational provision and therefore the partnership with parents of children who receive nursery education is outstanding.

## **Organisation**

The organisation is good.

The leadership and management of the nursery education is good. A strong management team, sound and detailed documentation and a committed and dedicated staff team ensure that children benefit and enjoy their time at this home from home provision. The majority of the staff are qualified and those who do not hold a childcare qualification are actively pursuing training on site, as the nursery is a recognised satellite training centre with Bedfordshire local authority. All staff demonstrate a real affinity with children. They respect children feelings, value their comments and overall enjoy their company.

Although the nursery is new to the Foundation Stage Curriculum and they are only in their first term of funding, planning systems are superb. The three tier planning system is very detailed and ensures a clear focus to secure and progress children's learning, however, plans do not provide sufficient detail to guide staff in the extension of children's physical skills and health awareness.

Overall, the needs of all children are met.

## **Improvements since the last inspection**

This is the first inspection for care and education.

## **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that fire drills take place regularly and that these are documented in compliance with fire department requirements

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- give increased emphasis, to supporting children's learning, that good practices to exercise, healthy eating, sleeping and good hygiene procedures contribute to good health.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)