

# Jumping Jacks Childcare

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY301221
<b>Inspection date</b>	18 July 2007
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<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Jumping Jacks Childcare opened in 2004 and is privately owned. It operates from a converted detached house located in the culturally diverse residential area of Bedford. Children are based in interconnecting rooms according to age. Older children aged two to five years are placed downstairs in a three-tier learning centre and babies are cared for upstairs in a separate unit with a base play and rest area. There is a safely enclosed outdoor garden with a covered paved area, a grass area with decking and a larger play area surfaced with wood chips.

The nursery is open between 07.30 and 18.30 on five weekdays, all year round except for one week closure at Easter, two weeks in August and one week at Christmas. Full and part-time sessions are offered. The nursery also operates a before and after school hours service as well as holiday provision for children who have previously attended the nursery.

A maximum of 41 children aged from birth to under five years may attend the nursery at any one time. There are currently 63 children on roll and of these, 19 receive funding for nursery education. The nursery is able to support a number of children with learning difficulties and/or

disabilities and those who speak English as an additional language. The children mainly come from the local and surrounding areas.

There are 12 staff who work with the children and all hold appropriate childcare qualifications. The nursery receives input from the local authority. The nursery is a member of the Pre-school Learning Alliance, and is a recognised satellite centre through Bedfordshire Training and Assessment Centre.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Exemplary practical hygiene practice is underpinned by extensive and professional documentation which is consistently implemented by staff. For example, all staff ensure that they wear protective clothing and gloves when changing nappies or supporting children with toileting needs. 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. The staff sterilise resources, cleanse changing mats and tables with bacterial spray after each use and clean toilets periodically throughout the day. Refurbishment of the bathroom areas enabled the creation of two nappy changing areas and the installation of a large deep basin for thorough washing of a heavily soiled child. This permits staff to isolate one area which may have become contaminated, pending a deep clean. Staff provide excellent role models to the children on hygiene practice. They make good use of anti-bacterial hand gel. Children have separate rest areas, with individualised bedding which prevents the spread of infection. These measures support extremely high levels of cleanliness within the nursery environment.

Children are extremely well-cared for if they have an accident or become ill. All staff attend first aid training and the first aid boxes are conscientiously checked and re-stocked. Meticulously kept accident and incident records are complemented by sickness log sheets. All records are monitored rigorously as part of the risk assessment process. Policies and procedures are constantly subject to review and amendment to reflect the continually developing practice at the nursery. For example, the medication policy has been closely examined and amended following an unforeseen scenario. All policies are shared with parents and carers and include a statement entitled 'Definition of a well child'.

Children learn about healthy living and lifestyles because the nursery undertakes regular health promotion projects, integrating these within the daily routine and expectations of the nursery. For example, children actively participate in an activity twice weekly, looking at 'food cards' and deciding which foods are sweet and are likely to rot teeth. At the end of the session, they choose a playmate to demonstrate how to brush teeth correctly using a giant set of teeth. The nursery owner strongly believes in positive role modelling and extends the programme beyond the nursery to include corporate gym membership for staff and parents receive discount vouchers each month to encourage use of the local pool and sports classes with their children.

Children thrive as they enjoy an extensive range of physical activities and have regular opportunities for fresh air and exercise. Children have free flow outdoor play in warmer weather. All babies get out into the fresh air daily, enjoying walks in their buggies around the residential streets, down to the local pocket park near the superstore or around the grass fields at the

college. The outdoor area is in constant use throughout the day and has been developed to provide a delightful and stimulating outdoor learning environment for children. They become totally absorbed in a vast range of versatile learning opportunities which cover all areas of the curriculum. For example, children have a role play construction site where they can play with real materials such as pipes, plastic guttering and bricks. Innovative use of plumbing materials enables children to extend their cognitive learning as they experiment with water and sand. Children can choose whether to play indoors or out and enjoy varied and challenging activities, which enable them to develop control of their bodies and improve their physical skills. They climb, jump and balance on a versatile range of equipment. Children delight in daily music and movement sessions where they sing, dance and stretch to taped music. Their finer manipulative skills and control are actively encouraged through a vast range of interesting craft activities.

Children receive nutritious, balanced meals and snacks appropriate to their individual dietary needs. Staff promote positive messages about healthy food. For example, children talk with staff about the vitamin content of kiwi and raisins at snack time and discuss that vitamins are good for the skin. Displays show children's drawings of fruit and vegetables with labelling which identifies which foods different children say they enjoy eating. All food is prepared on the premises from good quality, wholesome ingredients in accordance with the Scottish nursery nutrition guidelines. Children serve themselves at mealtimes and gradually learn to gauge how much food they need to eat. Staff know when to stand back and when to gently guide children to make wise choices. For example, children may choose to have a portion of quiche and sausage casserole if they wish. During the inspection, children were observed to be helping themselves to extra quantities of green beans and discussing the benefits of green vegetables with their friends. Children over the age of two years use china and glassware at mealtimes and learn valuable social skills as they sit and eat at tables covered with tablecloths and a floral centrepiece.

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

The provision is outstanding.

This well-run and effectively monitored nursery gives high priority to the safety and welfare of children and staff. Staff help keep children safe in the nursery and on outings because they fully understand and comply with health and safety requirements. Security systems are robust and thorough and focussed risk assessments ensure a very safe environment. The nursery is accessed through a secure door and every unknown adult is required to produce an identity document before being admitted to the premises. Staff rigorously record all visitors to the setting. All the usual safety measures are in place such as door guards to prevent trapped fingers. Staff know what to do in the event of an emergency and practise their evacuation plan with suitable frequency to ensure the safety of the children. Thorough daily risk assessments are in place and specific written assessments are prepared for certain activities such as going for a walk with the babies or more recently, a trip to the zoo.

Children use an extensive range of safe, good quality, developmentally appropriate resources which are well organised in child height furniture to encourage independent access. Toy lists are arranged under curriculum areas which helps staff to highlight any shortfalls. The staff put up posters and pictures to make the room attractive for children and set out the equipment enticingly before the children arrive. Bright displays of children's work enhance the environment and reinforce and consolidate topical learning in an age-appropriate manner. Interactive labelling of displays ensures that print is given good prominence in the environment and provides effective support for children's emergent reading skills.

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. Levels of supervision are exceptional. For example, generous adult to child ratios allow flexibility in preparing and organising activities and the environment. Before outside play, the staff fully prepare the garden for the children and complete their risk assessment. This supports the free-flow garden access and ensures that children can move from one activity to another without having to wait. Although the children are highly supervised the nursery staff are not over protective, taking care not to take away children's sense of achievement and spirit of adventure whilst ensuring their safety.

Children's welfare is robustly safeguarded because they are protected by trained, informed adults who understand current child protection policies and procedures in line with those of the Local Safeguarding Children Board. All staff attend child protection training. The child protection coordinator ensures that procedures are up to date and that staff understand their responsibilities. 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 and comprehensive recording of pre-existing injuries, protect the children and staff. Open relationships between home and the nursery ensure that children's needs remain the single most important factor.

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

The provision is outstanding.

Children enjoy and make sustained progress in learning, leisure and personal development because the staff are confident, enthusiastic and knowledgeable in their childcare practice. Children of all ages thoroughly enjoy their time at nursery and have lots of fun. Staff confidently implement the 'Birth to three matters' guidance and actively use this framework as the basis for their planning and assessment for children under three years old. 'New Child Logs' and 'Individual Care Plans' form the basis of competent baseline assessments when children enter the nursery and this information provides staff with a clear starting point upon which meaningful assessment can be based. Extreme care is taken to monitor very young children on a weekly basis through the use of a 'Well-being child' log. This is designed to make staff really look closely at young children. For example, staff are asked to note whether a child has smiled this week, has demonstrated satisfaction, curiosity or to detail in what way a child may have been creative. Children make excellent progress in the development of their language skills because of the positive interaction and staff engagement in conversations and play.

### **Nursery education**

The quality of teaching and learning is outstanding. Staff have an expert knowledge and understanding of the Foundation Stage, rooted in long standing experience and a genuine commitment to on-going training. They have a highly competent knowledge of how young children learn. Staff take every opportunity to affirm children's achievements, consolidate existing knowledge and then lead children onto the next stage. They consistently deliver a diverse range of inspirational practical age-appropriate activities. This motivates children's interest and desire to learn. For example, the nursery has a dedicated information technology room, where children as young as 18 months old are able to develop their communication skills through positive group interaction, concentration and turn taking. An interactive whiteboard enables these children to experiment with various programmes such as firework art. A recent outing to Whipsnade Zoo provided an opportunity to print off the photographs and the children

interpreted these in different media, using the Smart board, the computer, pens, crayons and paint.

Children's work is valued by staff for the learning process and is not governed by the end product. Children learn to care for living creatures and help to feed their guinea pigs, Champagne and Rusty. 'Barnaby Bear' goes on holiday with the children and travels the world, providing a highly useful focus for discussion to support children's knowledge and understanding of the world. Exciting role play is promoted by the provision of real curlers, combs, hair decorations, towels and a bowl for the hairdressers, supported by office equipment for booking appointments and stimulating children's mark making and communication skills. Displays show craft work where children sequence shapes on paper and sort collage materials into colour groups. The daily routine includes group circle time when children discuss the weather, sing and enjoy stories. They participate in group music and movement on three days of the week and health and hygiene activities on the other two days.

Levels of attainment are superb. Staff make excellent use of individual profiles to plot the next stages in children's learning. Highly innovative teaching, rigorous assessment systems and well-planned and executed activities ensures children make rapid progress through the stepping stones, given their age, ability and starting points. A flexible approach to planning and an excellent balance between adult and child-led learning allows children to learn at their own pace. Staff are extremely perceptive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking and language skills. They plan first-hand experiences that help children take the next step in their learning. Highly effective planning, observation and assessment for older children builds on the Foundation Stage curriculum and interlinks positively with children's progression and achievement. Staff attend 'Standardisation meetings' to ensure that all staff are implementing the National Standards in a consistent manner and to share good practice which the owner believes is key to continuous improvement in childcare.

### **Helping children make a positive contribution**

The provision is outstanding.

Children become highly motivated, independent learners who develop an exemplary awareness of others and this helps them to join in, take responsibility and play a truly productive part in the setting. Highly effective planning of experiences and activities helps children to develop their self-esteem and confidence. Children enjoy taking part in activities that develop their understanding of their own and other cultures, including a wide range of visitors to the nursery and trips out into the local community. Staff make sure that children are provided with a wide range of anti-discriminatory and anti-bias play materials and resources which promote a growing awareness of others. Children learn about different lifestyles, disabilities and cultural practices which means that children's awareness of the wider world is actively promoted and enables them to develop a positive attitude to others.

Careful planning ensures that children with learning difficulties and disabilities are integrated fully into nursery life. Staff work well with professionals and parents to make sure that all families are fully welcomed into the nursery. Children who may have learning difficulties receive appropriate intervention and referrals to suitable professionals outside the provision.

Staff provide excellent role models for children by being calm and polite. Staff have high expectations of children's behaviour and praise children freely, ensuring that they develop confidence and self-esteem and understand when they have done well. Therefore, children are

well-behaved in response to the consistent expectations of caring staff. Behaviour within the setting is consistently of a high standard as children of all ages have a mature understanding of right and wrong. Children's spiritual, moral, social and cultural development is fostered.

The first visit to the nursery is the starting point of the staff and family working together to share information about cultures, home languages, interests and specific needs. Staff give a generous amount of time to new enquirers and ensure that parents and carers have ample opportunity to become familiar with the setting. Parents and carers are given communication books and a direct telephone line to the owner of the nursery. There is a wealth of information which is easily accessible which includes general care and educational literature. For example, information leaflets on a range of general childcare matters including meningitis and head lice, are available in the entrance hall for parents to help themselves. Quarterly newsletters and 'Homestart' book packs contribute towards the strong partnership with home. A display intended to exemplify the 'Every Child Matters' strategy, shows parents and carers how they can contribute to children's learning. Parents are warmly welcomed into the provision and are well-supported by staff during the settling-in process. For example, parents are encouraged to 'stay and play' and there are specific 'stay and play' sessions for grandparents. 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 staff to enhance their learning. This underpins their progress in the nursery and consequently their ability to fully contribute to the provision. The partnership with parents and carers of children who receive nursery education is outstanding.

## **Organisation**

The organisation is outstanding.

Children's care, learning and welfare is significantly enhanced by exceptional organisation and a commitment to continued reflective learning. All required documentation is in place and readily accessible. Registration systems are suitably robust and well thought out procedures ensure the efficient and safe management of the nursery. Regularly reviewed and amended, comprehensive policies and procedures underpin excellent professional practice. The loyal and hard-working staff team are well-qualified and dedicated to the concept of quality childcare and education. They demonstrate a genuine commitment to on-going training to continually update their skills, knowledge and ability to meet the children's needs effectively. Staff follow children to the activities which engage their interest and provide consistently and effective support to draw the learning from play. This promotes highly positive outcomes for children.

The leadership and management of the nursery education is outstanding. The staff team are well-supported by the actively involved proprietor who oversees the management of the nursery. A staff identification board is entitled 'People who make every day a great day' which demonstrates that they are highly valued by the nursery owner and management team. All suitably qualified staff have access to management training. The owner works alongside her staff and, therefore, has a true 'hands on approach' to every aspect of the nursery operation. The staff team are fully committed to ensuring that all children receive the highest quality of care and education. Through constant reflection, the owner actively encourages all staff to constantly review and monitor their practice, utilising regular supervision meetings, personal development plans and annual appraisals. This motivates staff and contributes to the dynamic ethos of the whole team. The manager shares her expert practice with the staff who all work together to ensure that teaching methods take full account of the children's individual needs

and the diverse ways in which children learn. The high-quality training programme is carefully planned to meet the individual and collective needs of staff. This ensures that staff are able to deliver a highly successfully early education programme for all children.

The nursery owner has a clear vision for the continued development of the nursery and ensures that everyone involved has clearly designated roles and responsibilities. Staff are able to give their time and energy to the children who enjoy their time at this friendly and welcoming provision. The staff have ownership of their planning and assessment systems, which are manageable and achievable and thereby secure and progress children's learning. Overall, children's needs are met.

### **Improvements since the last inspection**

At the last inspection of day care, the setting was asked to ensure that fire drills take place regularly and that these are documented in compliance with fire department requirements. Regular drills now take place and these are fully documented to the satisfaction of the Fire Officer. The action taken has substantially improved the safety of children. At the last inspection of nursery education, the nursery was asked to give increased emphasis to children's learning about healthy living. The nursery has significantly expanded the programme to support children's learning under the outcome of 'Being Healthy', which is now judged as outstanding.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)