

Jumping Jacks Childcare

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Jumping Jacks Childcare is privately owned and was registered in December 2004. The provision operates from a converted detached house within a residential area of Bedford and serves the local area. The building access is level; the interior of the building has a three area ground floor base, while care for younger children takes place on the first floor. Children have access to a secure outdoor play area.

The provision is open each weekday, with the exception of 10 days at Christmas and Bank Holidays. Sessions are from 7.30am to 6.30pm. Children are able to attend for a variety of sessions. A maximum of 41 children may attend the provision at any one time. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 74 children on roll, all of whom are within the early years age range.

The provision provides funded early education for two-, three- and four-year-olds. The provision is also registered to offer care to children aged over five years. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range. Some children attend other settings, such as, the early years unit of local primary schools or other settings. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provision employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at Level 2, Level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Planning for the Early Years Foundation Stage is fully focussed and child led, supported by responsive planning covering all areas of learning. This ensures that children receive imaginative experiences that foster rapid progress in their learning and development. The staff group create a highly welcoming environment using significantly effective safeguarding procedures and thorough risk assessments. They ensure that they have cohesive knowledge of each child's needs to ensure that every child is totally included. Partnerships with parents and carers, together with those with all other agencies, are key strengths, showing dedication to meeting all children's needs. The owner and managers communicate ambition and drive to secure purposeful continued development using systematic self-evaluation.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to extend the methods used that underpin the highly successful partnership with parents; with particular regard to transition and

attachment issues.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures for safeguarding are implemented robustly to ensure that children are fully protected. Daily routines and staff vigilance ensure that safeguarding procedures work at all times. The child protection coordinator oversees all aspects of protection for children, while all staff update their knowledge through training every three years and the ongoing training programme that takes place. Close monitoring of visitors, internal release systems for doors and intercom systems support the overall security. Senior managers ensure that all persons undertake the appropriate checks to safeguard children. Children are safeguarded by the extensive recruitment and vetting procedures, including the in-depth induction of new staff. The owner and managers are exceptionally successful in inspiring the staff team to work towards sustaining ambitious targets. High expectations and superior standards are embedded across all areas of practice. All staff attend in-house training every month, have a personal development plan which is reviewed regularly and take part in the training plan which is overseen by the training manager and reviewed every six months. Staff cascade their knowledge from training courses to the team, completing feedback sheets and devising an action plan to incorporate any new knowledge. Risk assessments for the premises and outings undertaken are scrutinised to ensure their efficiency. Self-evaluation at all levels reflects rigorous monitoring and analysis to bring about sustained improvement. Reflective practice, such as a monthly meeting addressing previous goals, looking at what is being achieved and acknowledging the success of previous aims, brings about proactive action plans. The staff team nominate topics which focus on issues, and challenges and develop a forum to address those issues thereby utilising staff as a resource. Parents and carers contribute to self-evaluation through comments sheets and questionnaires. They receive feedback in the form of action plans and a summary of comments made, ensuring that all parents are involved, thereby supporting inclusion.

Children's individual learning styles are fully respected. The provision works across two floors with younger children on the first floor. Integration plans and transition logs for every child moving into the ground floor are extensive and monitored closely to ensure that the change is completed as dictated by children's individual needs. The environment is highly conducive to learning, extremely safe and well-cared for, with an excellent range of quality play provision used to achieve the planned goals. The staff team are extremely well-deployed throughout the day with children having free movement between indoors and outside, initiating their own learning. Partnerships with parents and others are exemplary and key strengths. The extraordinarily inclusive systems of communication used to engage parents and carers ensure that there are consistent and productive partnerships, resulting in strong levels of engagement. For example, the provision have developed a home link programme which embeds the links between children's learning and development, the provision and family worker, and family and home. Home visits give a broader understanding of the uniqueness of the child and their family leading to the development of action plans and home link activities,

continuing to build a trusting relationship to support children. The provision offers highly successful play workshops on one Saturday every month to parents to help them to understand the value of activities to their children. Grandparents stay and play sessions run twice each year. In addition, the provision offers a big breakfast event, inviting families and using this as a fundraising activity for charities. Consequently, the outcome in children's achievement and the well-being for all children is exceptionally high.

The provision places the promotion of equality of opportunity at the heart of its work. The managers and staff actively promote equality and diversity and tackle unfair discrimination. They are highly committed to working in partnership with others and play a proactive role in establishing effective working relationships. Links are maintained with information passed between the provisions; shared learning plans, summary assessments and profiles are shared. The provision work closely with several other professional agencies where support for children is required. Within the provision, they incorporate visual timetables, symbols and signing to help all children to be fully involved in all areas. They show a committed and forward-thinking attitude towards the overall care for every child and make links to work cohesively. The managers and staff make the most of events and festivals to broaden children's awareness of each other's home culture. For instance, key words in other languages are learned and shared, and they celebrate events and festivals to stimulate children's interest. The provision invite people into the group to share their culture or profession, seeking to challenge stereotyping by encouraging children to view and be aware of people carrying out different roles within the community. This helps children to appreciate the local and wider society around them.

The quality and standards of the early years provision and outcomes for children

Children are offered well-planned activities that help them to make rapid progress in their learning and development. Assessment through intricate recorded observation is clear and the information gained is used proactively to identify next steps and goals. Progression is fully detailed and closely monitored. Family workers develop individual learning and care plans which form part of children's personal profiles. Children's interests feed the weekly planning which is supported by a monthly planning web. The impact of planned activities is measured by systematic evaluation. All children are physically active. Younger children take part in 'sticky kids' music and movement sessions. They enthusiastically dance and sway, and clap and stretch their bodies. They begin to repeat the words of songs, extending language and developing spatial awareness as they play along. The staff team ensure that babies and younger children have regular fresh air and take part in visits in the local community. They visit the park to feed the ducks, walk in the open countryside to explore nature and see animals, or go blackberry picking. They play in the garden where they mix with the older children and enjoy family grouping. Older children learn their own limitations when they take risks, such as, climbing on rope ladders or using the curved slide on the playhouse. They plant carrots and herbs in the garden, exploring the senses. Children dig and search for insects in the garden, finding worms. They compare the sizes and use an

increasingly developing vocabulary as they describe them. Staff are skilled in capitalising on children's emerging interest. For instance, children know that snails are found behind logs and in damp areas and, as they show an interest in hunting for snails, the staff group organise a trip to the park to carry this further. This broadens the undergrowth that can be searched and results in all types of insects being found. Outings offer the chance for children to learn about road safety. Staff capitalise on this by sharing story books with them where they discuss walking safely. Children demonstrate significant levels of understanding as they inform staff that traffic on the roads is dangerous, that they must hold hands and cross at the crossings, and that the police and the fire service are there to help us. Children make a health and safety file which they use to talk through risks and the dangers that can be posed. They take part in reviewing safety checks for the setting, such as, spilt water or too many toys on the floor, discussing who is at risk and what can be done to make it safe. Children are extremely competent in communicating their thoughts and show a mature response to taking responsibility for their own and others safety.

Children are developing excellent social awareness through a range of methods and fully exploring environmental issues, learning about sustainability. All children, including babies, show an extremely strong sense of security and belonging within the provision. The 'positive values' programme throughout the provision introduces a positive value every week which is explored and shared with parents. Children use recycling collection bins and become aware of the importance of recycling paper and plastics to sustain the environment. They play an important role in raising funds for charities and other sectors of the community. For example, they take part in wear yellow day and guess the name of the teddy. Learning is extended as older children gather the funds raised, sort and count it, then pay it into the bank. Children quickly become aware of their local and wider society through the innovative activities and daily practice. For example, they explore languages including Polish, Punjabi and Italian with staff input. A song per month is learned, using words of another language to ensure that all children understand there are different languages spoken and to ensure proactive inclusion. World Book Day is explored and extends creativity as children dress as characters to extend language and literacy, incorporating stories across the world. The provision takes part in the Every Child a Talker scheme and encompasses role play and physical activities into the storytelling to include all children.

All children have ample opportunities to begin mark-making in a variety of forms. Younger children explore an excellent range of heuristic play where they explore textures and materials, develop concentration skills and dexterity. Babies use malleable materials, such as, cornflour, yoghurt and grapes, sandwich making and whipped cream. Older children extend the mark-making experience into exciting and creative activities. For example, they use the interactive white board to explore mark making to music, comparing large and small movement with sweeping and staccato movement. Children are extremely competent in using modern technology. Babies and younger children explore, amongst other objects, a three-dimensional wooden sculpture attached to the wall with knobs, slots, switches and interlocking cogs. Children competently use cameras and video cameras, later uploading film to the interactive white board. Challenging activities inspire children to explore early science. For instance, they find out how volcanoes

work and how to make sugar crystals with household substances. Children explore the questions 'what is rubbish and what do we do with it?' and 'is water required to grow a seed?'. Staff plan workshops for children to explore these topics, extending their curiosity. The human skeleton is used effectively to explore the make up of the body and what it needs to function for health. The provision undertakes the Healthy Eating Under 5's Award. Children are very well nourished, enjoying meals together. They serve themselves with the help of staff and learn about portion control and choice. The menu demonstrates the diverse society in which children live and includes stir fry noodles, curry, pizzas and tortilla wraps. Children show high levels of independence, curiosity, imagination and concentration in this dynamic setting. They respond to challenges with great enthusiasm, showing the attitude necessary to support them through future learning situations.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met