



Jumping Jacks

Inspection report for early years provision

Unique Reference Number	127951
Inspection date	31 October 2006
Inspector	Kerry Freshwater
Setting Address	County Guide HQ, Baldock Road, Cottered, Buntingford, Hertfordshire, SG9 9QP
Telephone number	WORK 01763 281444
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Registered person	Lynne Premadasa
Type of inspection	Integrated
Type of care	Sessional 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.

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 pre-school opened in 1997. The group operates from the county guide headquarters building in the village of Cottered, Hertfordshire. A maximum of 28 children may attend the pre-school at any one time. The group is open each weekday from 09.15 to 13.00 for 39 weeks of the year.

There are currently 50 children aged from two to under five years on roll. Of these 24 children receive funding for nursery education. Children come from the local and surrounding areas. The group supports children with learning difficulties and/or disabilities.

The nursery employs six staff. Three of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because staff follow highly effective procedures and practices which meet the children's physical, nutritional and health needs. The exceptional adult support and guidance helps children gain an excellent understanding of hygiene as they become increasingly independent in their personal care. For example, they know to wash their hands after using the toilet, playing outside and before food and they learn about germs as they talk about keeping themselves clean. The staff team work hard to reduce the risk of cross infection by ensuring that the environment is always clean and well maintained.

Physical activity is highly regarded and children are able to develop their physical skills through a wide range of indoor and outdoor experiences on a daily basis. They ride scooters, tricycles and other wheeled vehicles, climb confidently on the apparatus and become aware of their own body space as they run around the playground. Indoors they move different parts of their bodies as they participate in action rhymes together, they demonstrate excellent control as they cut with scissors, thread shapes and complete jigsaw puzzles. This helps to develop their coordination and physical abilities.

Children are clearly aware of good nutrition and understand the benefits of a healthy diet. They are able to help themselves to easily accessible drinking water throughout the session and enjoy fresh fruit and vegetables at snack time. Staff are happy and confident to meet individual dietary requirements of which they have obtained clear information from parents. They work closely with the parents to ensure that these requirements are fully met.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a safe, warm and welcoming environment. Brightly coloured displays of children's artwork decorate the walls and children are able to access the varied range of resources and equipment as well as making use of comfortable book areas for quieter activities. The group are divided into two age groups to ensure that activities are suitable and safe for older and younger children. Risks of accidental injury to children are minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. Staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. This allows children to learn some sense of danger and knowledge about how to protect themselves from harm.

All children have access to a superb range of quality toys and resources which are suitable for their ages and stages of development. Resources have been carefully chosen to support children's play and are regularly checked for hygiene and safety. All children readily help themselves from the highly organised selection of interesting play equipment so they can follow their own interests. Children are safe and fully included because of the sensitive adult support and

well-planned adaptations to resources and activities. Regular communication with parents contributes to children's safety.

Children are very well protected by staff who have a clear understanding of child protection policies and procedures. Children are closely monitored at all times and the staff team give top priority to their welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children take part in high quality activities throughout the session. They are confident in the setting and in their relationships with each other. They choose independently and are gaining in confidence, asking questions and chatting with staff and visitors. They play happily together and are learning to take turns and respond to others as they use the extensive range of equipment provided. Children enjoy their time in the pre-school. They achieve well because staff are highly skilled and use their exceptional understanding of early years guidance, such as the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage, to provide high quality care and education.

All children arrive happy and eager to participate. Those who are new to the group are helped to settle by staff who are sensitive towards their individual needs. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. High quality adult-child interactions are extremely supportive of early communication skills. Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences. For example, as they dig soil in the outside area, enjoy water play, sand and play dough.

Nursery Education

The quality of teaching and learning is outstanding. Children are captivated and inspired by an extensive range of stimulating, relevant activities which are linked with the early learning goals, their individual needs and abilities. Children are able to access an extensive range of quality resources, which support their learning across all areas of learning. All children are eager to learn, self-assured in their play and confident to try new experiences. They listen intently to stories which are read in such a way as to captivate their interest and imaginations. Children recount favourite books and are completely engaged in the stories that are read to them such as 'Pumpkin soup'. All children use marks readily to represent their ideas and more able children are adept at writing their own names. Children are extremely imaginative. They make sense of the world around them through role play as they try on different footwear in their shoe shop. Children learn to identify numerals as they wait for their snack and count corresponding dots on the giant dice as they participate in small group games. Children learn about the natural world as they look at local wildlife in the outside area, explore different textures such as dough, water and sand and meet a range of animals as they enjoy a visit from animals at the local zoo.

Children work well together. They gain confidence in using numbers in their play and respond enthusiastically to challenges to extend their mathematical vocabulary and skills in planned activities and daily routines. They sort and sequence numbers on the clock, learn about time

as they discuss the movement of the second hand and calculate how many teddies will fit in the bed. Children's physical skills develop and improve through a wide variety of experiences, including use of climbing apparatus and wheeled toys in the garden. They become aware of individual parts of the body through fun activities and action rhymes. They develop their fine physical skills as they paint, draw, build with various construction and cut along dotted lines for their work books. Children are able to recount events as they look through old photograph albums, talking about how people have changed and grown. Children and staff work together to produce the very successful 'Jumping Jack's News', a newspaper which enables them to relate to past, present and future events.

Staff find out about children's skills, interests and needs and build on this information effectively to help them achieve as much as they can. A flexible approach to planning and an excellent balance between adult and child-led activities allows children to learn at their own pace. Staff are perceptive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking and their language skills. They use highly effective systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality. Effective systems are in place to support children who have special needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for. The children have extensive opportunities to learn about themselves, each other and the world around them through planned activities and discussion. For example, they make diva lamps and taste different foods as part of their Divali celebrations. They participate in a project about where and how different people live giving them a knowledge about native tribes, the rain forest and more familiar residences in the local and surrounding areas. Children's spiritual, moral, social and cultural development is well fostered.

Children's behaviour is exemplary. Staff support children in sharing and turn taking. They have high expectations and set consistent boundaries which helps them learn to negotiate with others, take responsibility for their own behaviour and develop their independence. Staff increase children's understanding of right and wrong, they learn to follow instructions and respond positively to gentle reminders to care for their immediate environment, resources and each other. Children are confident, self-assured and can work and play well on their own or with others. Practitioners are accomplished and sensitive in their management of children and their behaviour ensuring children receive positive messages at all times.

Partnership with parents and carers is outstanding. This contributes significantly to children's well-being in the pre-school. Staff actively seek parents' views about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there through 1:1 meetings, informal discussion and use of a 'comments/suggestions' box. Staff ensure that all parents know how their children are progressing and developing. Children benefit greatly from the involvement of their parents in activities both within the setting and

as they extend their nursery learning at home. This contributes to their good health, safety, development and learning.

Organisation

The organisation is outstanding.

Children's care is greatly enhanced by the exceptional quality of organisation and the outstanding leadership and management of nursery education throughout the setting. Practitioners are well deployed in the nursery allowing children to receive appropriate adult attention. The generous staffing levels ensures that children build effective relationships and develop a positive approach to the learning experiences provided. Children enjoy whole group times, such as snack, story time and physical play activities and smaller groups for focussed activities. The premises are well organised. Indoor and outdoor space maximises play opportunities for children. Staff induction, training and a sound set of policies and procedures which are modified annually, ensure that children keep healthy and safe and have a wide variety of play and learning experiences.

Leadership and management is outstanding. There is a good, clear leadership from the manager, whose warm and friendly approach is reflected by the staff. They are committed to the ongoing improvement of the provision and their own personal development. They regularly reflect, monitor and improve the quality of their care and education and are working towards the Herts Quality Standards (HQS) accreditation. Staff are professional and work extremely well together to ensure the smooth running of the group. The comprehensive induction and appraisal system ensures that the pre-school's policies and procedures are consistently applied. Overall, the range of children's needs are met.

Improvements since the last inspection

At the last inspection the group were asked to develop procedures relating to a lost child and outings and to ensure cleaning materials are inaccessible.

The required policies are now in place and cleaning materials are stored out of children's reach. This ensures children's safety.

Nursery Education

The group were also asked to review the organisation of group activities to maintain children's attention and to provide suitable resources which the children are capable of using independently.

Children concentrate very well and are fully focussed on the wide range of activities available, behaviour is excellent. Children are confident to access and use resources independently.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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.

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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