



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 127951

DfES Number: 530199

INSPECTION DETAILS

Inspection Date 25/02/2004
Inspector Name Susan Parker

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Jumping Jacks
Setting Address County Guide HQ
 Baldock Road, Cottered
 Nr Buntingford
 Hertfordshire

REGISTERED PROVIDER DETAILS

Name Ms Lynne Premadasa

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Jumping Jacks Pre School opened in September 1997. The group operates in the County Guide Headquarters building in the rural village of Cottered. The building is single storey providing access to main hall, 3 classrooms, toilets, nappy change area, kitchen and outside play area.

Children attending come mainly from the local area, although some come from Stevenage.

The pre-school is registered for 28 children aged 2 - 5 years old. There are currently 31 children on the register. These include 8 funded three year olds and 2 funded 4 year olds. Children attend a variety of sessions each week.

The Group opens five days a week during school term times. Sessions last from 09.15 to 13.00. Mondays the group will be open from 09:15 to 15:00.

Five staff work with the children, although on a daily basis there are up to four staff present. Three have child care qualifications with one working towards an NVQ3.

The setting receives support from the qualified teacher involvement scheme.

How good is the Day Care?

Jumping Jacks Pre-School provides good care for children.

The organisation of the group's operational plan is clear and effective. Staff organise the accommodation, equipment and resources creatively to provide a wide range of stimulating play experiences for all the children. The policies and procedures are clearly understood by all staff, although some procedures need reviewing.

Staff record any accidents and administration of medication. They appropriately promote equal opportunities and take positive steps to promote the welfare and development of children with special needs. Staff address any possible risks to children, however, care should be taken to prevent children from having access to

cleaning materials.

The range and quality of the activities provided ensure the children have access to a stimulating selection of play activities which promote their learning and development. Staff are active in helping children to develop by asking them questions, listening to the children and encouraging them to develop their skills.

The partnership with parents is effective and staff ensure information is shared on a regular basis.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to record administration of medication, details of staff, incidents and behavioural issues, and keep a fire log book. These records are in place and being effectively used. Staff agrees to ensure the low hanging blind pull and cleaning materials are inaccessible to children. These issues have been effectively addressed with the exception of cleaning materials.

What is being done well?

- The organisation of the available space to provide a wide range of stimulating play experiences which encourage children to develop their skills and understanding.
- The partnership with parents and the confidential sharing of information enables staff to effectively meet the individual needs of all the children and their families.

What needs to be improved?

- production of written procedures to follow in the event of a child being lost.
- production of written procedures to follow for any outings.
- ensure children do not have access to cleaning materials.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Produce written procedures for dealing with a lost child.
4	Produce written procedures to follow for any outings that take place.
6	Ensure any cleaning materials are inaccessible to children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Jumping Jacks Pre-School is good. It enables children to make very good progress towards the early learning goals in their communication, language and literacy, physical development and creative development. Children are making generally good progress in their personal social and emotional development, mathematical development and knowledge and understanding of the world.

The quality of teaching is generally good. Staff have a sound understanding of the Foundation Stage and the stepping stones. They use the available resources and accommodation creatively in order to provide stimulating learning activities for the children.

Behaviour is managed well, although occasionally some children are disruptive during large group activities.

The planning and assessment of children's achievements is clear and comprehensive. It is effectively used to aid future plans and provide suitable challenges for the children in all six areas of learning.

The leadership and management is generally good. Line management is clear and effective. Regular staff appraisals ensure the effective monitoring of the groups practice. All staff are fully involved in the planning and provision of suitable learning activities for the children. However, consideration should be given to the provision of some resources which the children find difficult to use, such as finding the end of the sticky tape.

The partnership with the parents is very good. Information is effectively shared and parents receive regular written and verbal reports on their child's development and progression.

What is being done well?

- The evaluation of children's progression towards the early learning goals.
- The provision of stimulating activities which capture the children's interest and aid their development and understanding.
- The quality of information shared between the provision and the parents to effectively meet the individual needs of the children.

What needs to be improved?

- the organisation of large group activities which maintain the children's attention.

- the provision of suitable resources which the children are capable of using independently.

What has improved since the last inspection?

Jumping Jacks Pre-School has made very good progress since the last inspection. They have provided comfortable reading areas for children to enjoy and share books. Mark making materials are available each day, and children regularly participate in matching, sorting and ordering activities. Children have some experience of recording numbers through practical activities such as registration time. The assessment of children's progress is now a strength of the group. Written observations, individual assessments, examples of work and evaluation against the early learning goals provide excellent evidence of each child's development in all six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing their personal independence skills and are able to use the toilet, put on their coats and access resources unaided. Planned themes have contributed towards the children's understanding of their own emotions, and this has had a very positive impact on the children's behaviour. Children are more willing to share and play cooperatively in small groups. However, some large group activities do not maintain the children's concentration and interest which can be disruptive.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy choosing books and sharing them with adults on the soft furnishings in the book areas. They have daily access to mark making activities and their pre-writing skills are emerging well. Children's language is fostered well by staff who use open ended questions and encourage the children to talk about their interests, family and friends. Children are also extending their vocabulary through the provision of new and exciting activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children participate in many suitable activities that encourage recognition of numbers, counting and calculating. They also regularly match, sort and order as an activity and also at tidy up time, putting the correct toy in the correct box. Children regularly count the number of children, and use popular number rhymes to learn basic addition and subtraction. Children are developing their skills in understanding weights, and measures, positions and shapes through games and planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a sound understanding of the world around them. They competently use programmable toys to develop their information and technology skills. A selection of construction activities and resources are supported by staff who ask open ended questions, such as what do we need? and how can we fix it together? Children also learn about aspects of nature, objects and materials using all their senses.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing their skills of using small hand tools, such as scissors, pencil sharpeners, pens and brushes. They move confidently and with control in large spaces and when using bikes. Children explore large apparatus confidently and their climbing and balancing skills are developing well. Staff effectively support and encourage children's hand/eye co ordination in catching balls and bean bags. Some more able children have developed the skill of using the pedals on the bikes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's imaginative skills are well supported with the provision of stimulating props and resources. Children have access to a wide selection of media and materials to explore and to create with. Children participate in interesting activities which help develop their senses, such as smelling and tasting crisps then recording their opinion of what the flavour is. Children regularly explore instruments and make music using every day objects, such as spoons and forks,

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure all resources used are suitable for children to use independently.
- adapt large group activities in order to maintain the children's attention and minimise any disruption.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.