

Jumping Jacks

County Guide HQ, Baldock Road, Cottered, BUNTINGFORD, Hertfordshire, SG9 9QP

Inspection date	19/03/2013
Previous inspection date	25/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's communication and language skills are promoted through opportunities, such as singing and phonic sessions. As a result, their speaking and listening skills are developing and their progress in the prime and specific areas of learning is encouraged.
- Staff monitor and evaluate the observations and planning of activities to ensure that children's individual needs are met and all areas of learning are equally promoted.
- Children are happy, settled and build secure bonds and attachments because the well-established key person system works effectively and children's well-being is supported.
- Well established links with parents, carers and other settings delivering the Early Years Foundation Stage, promote strong opportunities for meeting children's needs. Consequently, children are ready for their next stage of learning or transition to school.

It is not yet outstanding because

- There is scope to further develop small group time so that more able children receive consistently rich and varied experiences.
- Children's high levels of independence at meal times are not always effectively promoted to ensure that they are able to pour their own drinks and serve their own food.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke with the owner, manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of policies, procedures and children's learning journals, which show photographs of children enjoying a range of activities.
- The inspector observed activities in all rooms used by the children, including the outside area.

Inspector

Jo Rowley

Full Report

Information about the setting

Jumping Jacks opened in 1997. The group operates in the County Guide Headquarters building, in the rural village of Cottered. The building is single storey, providing access to a main hall, three classrooms, toilets, nappy changing area, kitchen and enclosed outside play area. Ramped access is in place if required. The pre-school is registered on the Early Years Register. There are currently 28 children on roll, of whom, 16 are in receipt of early education funding.

The pre-school opens five days a week during school term times. Sessions are from 9.15am to 12.15pm with an optional lunch club from 12.15pm until 1pm. Afternoon sessions operate Monday to Thursday from 1pm to 2.45pm. The pre-school serves the local and surrounding communities and children may attend for a variety of sessions.

Six staff work directly with the children. Four hold appropriate child care qualifications at level 3 and the manager holds a level 4 certificate. The setting receives support from the local authority and the Pre-school Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's independence, with particular reference to allowing them to pour their own drinks and serve their own food at meal times

- develop further the challenge and differentiation during group time activities to ensure that older and more able children are provided with rich and varied experiences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan a range of activities and experiences which engage children in their learning. For example, as part of the 'animal' theme the children are looking at farming this week. Staff ensure that children's attention and curiosity are encouraged as they plan an opportunity for children to see a real tractor come into the pre-school garden. Children's listening skills are encouraged as they are introduced to new words, such as wheat and barley, while the farmer explains to children what his role on the farm is. Staff regularly complete observations on all children and use the information gained alongside 'Development Matters in the Early Years Foundation Stage' to highlight where children are

progressing in their 'learning story books'. As a result, children are developing well through all areas of learning. The next steps in their learning are drawn from staff or parent observations and incorporated into the planning of activities. Consequently, children's individual needs are well supported.

Staff demonstrate a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and are effective in engaging children. For example, children display good levels of interest when involved in a planned phonic session. They learn, and repeat words and sounds, as the staff encourage their confidence. Additionally, they sing a song to support the session and their learning is extended as they use wipe clean boards to write the letters as they sound these out. As a result, children are working comfortably within the typical range of development expected for their ages. During the session children are separated into two groups for story time and group activities. Younger children enjoy a story and game, appropriate to their ages and stages of development. However, the older, more able children are less interested and involved in their story and group time activities. As a result, children are not consistently challenged with rich and varied experiences to engage them as effectively as possible.

Children are making effective progress and have good opportunities to develop their physical skills as they take part in regular outside play, with free-flow opportunities during warmer weather. For example, children enjoy water play outside as they clean the farm animals and negotiate space successfully as they ride on wheeled toys. Partnerships with parents are good because new parents are encouraged to agree, with staff, an appropriate settling-in plan, unique to their child. This ensures that children are ready for pre-school and their feelings of security are promoted. Staff request a range of information from parents, including the child's starting points, to ensure that they know as much as they can for each child and that each child's learning is effectively encouraged. Additionally, parents are encouraged to share their own views of their children's achievements through the setting's 'wow' certificates and parent observations. As a result, children's sense of belonging is encouraged and their readiness for school is promoted.

The contribution of the early years provision to the well-being of children

Children are happy, settled and enjoy their time at the pre-school because the well-established key person system is consistently effective. They demonstrate that they feel safe and secure as they go to staff for help with tasks, such as doing up their coats. Children are forming strong bonds and attachments with their peers, and show a genuine kindness towards each other. For example, as children use scissors one child says to another 'shall we share' as the other child says 'yes' the first child replies 'it is kind to share'. As a result, children play cooperatively and are aware of the pre-school's boundaries. Children's behaviour is good and staff deal with this well using a range of techniques, such as distraction and discussion methods, when dealing with behaviour issues. Since the appointment of the new manager previous inconsistencies in behaviour management have been recognised and improved. Staff have attended additional behaviour management training and encourage children to seek ways in which they can

resolve problems themselves, where possible. For example, as two older children want to play with the same toy they are encouraged to find a way in which they can both use it. Together they decide to take turns and play happily together.

Children's independence is encouraged as they use the computer, keyboard and mouse independently and they are encouraged to try and do up their own coat before outside play. Additionally, they learn about turn taking as staff introduce sand timers to ensure that all children have equal access to resources. Children have good opportunities for fresh air and physical exercise as they take part in a range of inside activities, such as when they enjoy the parachute games in the large hall. They develop an understanding of healthy lifestyles as they access drinking water throughout the session and eat a range of healthy food at snack time. However, children are not encouraged to pour their own drinks or serve their own food at snack time. This means that their independence is not consistently promoted to the best of their abilities.

Children learn about safety and risks to others as staff use gentle reminders, which supports their understanding. For example, when they carry resources in the outside area children are reminded about the friends around them so as not to bump into them. Their understanding of safety is further promoted as they talk about safety when using large equipment in the hall. Children are prepared for the next stages in their learning because they are supported in their transitions from home to pre-school and on to primary school. Staff carry out home visits and request that parents share what they know with their child's key person to develop the settling-in process.

The effectiveness of the leadership and management of the early years provision

The manager and team of staff work well together to ensure that children are safeguarded. They are fully aware of their roles and responsibilities in protecting children, and, as a result, the safeguarding and welfare requirements are met. Rigorous recruitment and induction procedures, including Disclosure and Barring Service Checks mean that staff are qualified, experienced and cleared in order to protect children's overall well-being. The manager has implemented good monitoring and evaluating systems, such as regular one-to-one meetings and appraisals. This means that she is supporting her staff team in their continuous professional development. Additionally, staff work closely with an early years advisor and an inclusion development officer to promote consistency with children's behaviour as well as regularly updating their training and skills. Furthermore, effective systems are in place to monitor the learning and development of each child in the setting. For example, the manager collates information from staff in relation to their key children's observations and assessments to ensure that educational programmes meet their individual needs. Consequently, any possible gaps are identified so improvements can be made.

All staff are involved in the pre-school self-evaluation to monitor and evaluate the setting, this also includes parents and children. Improvements are made because staff acknowledge and respond to parental feedback. For example, through parent questionnaires parents suggest that more consultations will support the knowledge and

understanding they have of their children's achievements and progress. These are now organised more often and parents state that they have a more regular and up to date understanding of the progress their children are making. Action plans are in place to demonstrate the team's determination to improve and identified weaknesses are prioritised. All parents receive a copy of the pre-school's policies and procedures and they have easy access to records and information to keep them well informed. The pre-school manager has begun developing existing links with local schools, to include pre-school teacher visits. The children are encouraged to learn about their forthcoming school through photographs and discussions. As a result, children's transitions are effectively encouraged.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	127951
Local authority	Hertfordshire
Inspection number	907415
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	28
Name of provider	Lynne Premadasa
Date of previous inspection	25/11/2009
Telephone number	01763 281444

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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