

Jumping Jacks

County Guide HQ, Baldock Road, Cottered, Buntingford, HERTFORDSHIRE, SG9 9QP

Inspection date	02/10/2013
Previous inspection date	19/03/2013

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated, active learners who make very good progress from their individual starting points. This is because practitioners understand how children learn and use their exceptional skills to teach in a child-led environment.
- Practitioners are tremendously enthusiastic about teaching children through purposeful, well-planned, open ended activities that support creative and critical thinking. Meticulous progress tracking ensure all children make very good progress towards the early learning goals.
- Children form very good friendships with their peers and strong bonds and attachments with their key person. They are happy, relaxed and eager to join in because they are extremely well supported and develop increasingly high levels of self-confidence in a variety of situations.
- Parents are included fully in all aspects of the setting and communication is extremely effective. This makes a significant contribution to children's well-being, helping them to settle quickly and develop a very positive approach to learning.
- All practitioners promote children's care, learning and safety to the highest standard. They are scrupulous in monitoring the provision and practice of individuals as they strive to continually improve the provision for every child.
- Leadership and management is excellent. Practitioners are inspired by the manager who is highly motivated to bring about changes that benefit the children and their families. Highly effective reflection and evaluation of practice enables the team to bring about rapid improvements to already high quality provision.

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 observed activities including meal times, in the main play rooms and the outside area of the pre-school.
- The inspector, manager, pre-school staff and children had conversations at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, children's progress and self-evaluation.
- The inspector took account of the views of parents through short discussions.

Inspector

Alison Reeves

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 the already strong partnerships with parents to expand on written information for the parents of very young children, to support their continuity of care.

- 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

Practitioners at Jumping Jacks have a detailed and thorough knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They plan and deliver a programme of interesting and thought provoking activities, which are designed to meet the learning needs of every child. Practitioners are highly skilled in supporting and extending children's learning. This is because practitioners are active listeners who recognise the opportunities to maximise children's learning. The highly effective use of open questioning and discussions, where children are encouraged

to think through their ideas and make their own predictions has a significant impact on learning. As a result, children are superbly supported in reaching their own conclusion through creative and critical thinking. For example, a small group activity has children trying to guess what is inside the sock, each child takes a turn feeling the sock, lifting it to see how heavy it is, handling the sock and listen to the sounds the objects make as they are moved. The children consider the information they have gathered and they make some clever predictions. Shells and coins are correctly identified and one sock, which the children believe contains pasta, is opened to reveal rice. Practitioners praise children for their skills in deduction.

Children have ample opportunity to speak and listen, practitioners model active listening, talking through ideas and turn taking exceptionally well. This means children rapidly develop a clear understanding of how listen, question and respond to further their own learning. When deciding on a water experiment as part of their sand play two children quickly plan what they need and where to get their equipment. Despite this being a potentially messy activity and not something planned for, practitioners wholehearted support the children's ideas. Practitioners engage superbly; they suggest a more practical place to get the water from but do not dissuade the children from their pursuits. The resulting play has the children exploring the properties of the wet sand, making it more and more liquid as they increase the water. They make comparisons with food and drink liking it to milkshakes and chocolate. As they add more sand, they begin to make sandcastles. They describe the action of smoothing the top as 'softing'. Practitioners who support the activity encourage children, who liken the sand to a beach, to recollect their experiences of the seaside. Several children have shared their holiday photos at the setting and practitioners talk about these, one involves a family member buried in the sand, which everyone finds amusing.

Children share stories with practitioners in small groups and individually. This promotes children's literacy skills very effectively. Children are helped to develop their understanding of letters and sounds. In small groups, practitioners help children to recognise the initial letter sounds of their name linking what they hear with what is printed on the card. Children extend their knowledge of letters and sounds by singing action songs, 'a for ant' has everyone joining in with crawling ant actions along their arms. Children attempt to write their names on their work and the writing area is well resourced and gives a clear message of the value placed on the activity. Practitioners encourage children's mathematical knowledge by direct teaching of number sequences as they count objects or read numbers in the environment. Children are clearly familiar with words that describe weight and capacity. A child fills a large jug with water but as he attempts to lift it, he finds it is too difficult, he explains it is heavy, has too much water and that he must empty some so it is only half-full. This demonstrates children's very secure understanding of the issue and how to resolve their difficulty. Children's creativity is seen not only in role-play where they are highly imaginative but also in their artwork and drawing. Children use a huge variety of media and materials, which they select for themselves. This supports children in developing their vision and deciding on how they want their finished piece to look. Practitioners place tremendous value on these skills, which mean children are determined to be as innovative as possible.

Children are making very rapid progress in their development across all of the areas of

learning. This is because practitioners and parents work together from the outset. Children's individual starting points are clearly identified; their preferences for learning in a particular way are quickly established. As a result, children are offered a tailored programme of activities and experiences matched to them as individual learners. Parental involvement is secured and maintained throughout children's time at the setting. Consequently, they continue to be involved in their children's progress, they support home learning and continue to share what they know about their child. Those practitioners with key person responsibilities make excellent use of information from parents, other providers and practitioners to track children's progress and plan for their further progression. Summary assessments including the progress check at age two are shared with parents to ensure they are always fully informed. This partnership approach has a significant impact on children's achievements. It means children acquire skills that prepare them extremely well for the next stage in learning, such as school. Where children's achievements are initially below expectations, the gap is narrowing and they are working comfortably within, and sometimes beyond expectations for their age.

Teaching highly motivates children who unmistakably delight in their learning during circle time. The children are separated into two groups for group activities, younger children are extremely encouraged and very well-supported in making individual musical instruments. Older children are superbly challenged as they join in with the storytelling of 'The Three Pigs', through the use of puppets and excellent changes of voice to demonstrate the different characters in the story. The children show consistently high levels of enjoyment throughout and demonstrate their skills as they begin to make their own predictions about the story ending. Children are making outstanding progress and have excellent opportunities to develop their physical skills as they take part in freely chosen outside play. They enjoy an exceptionally wide-range of interesting activities outside similar to those on offer inside because staff create opportunities for children to take pleasure in the outdoors. For example, children create games and make up exciting stories with the play house and its resources outside. As a result, children take part in a wide range of experiences throughout the setting while making independent choices. As a result, children's development in the prime and specific areas of learning is strong and their independence is enormously promoted.

Partnerships with parents and carers are exemplary. All parents are encouraged to contribute to their children's settling-in plan. As a result, children settle extremely quickly with ease and demonstrate clear feelings of security. Staff request a wide range of information from parents, in the form of an 'All about Me' brochure. The requested information looks at the child holistically to ensure that all their learning and development needs are met as well as their individual care needs. Parents are asked to share everything they know about their child. This ensures that staff can clearly plan from the child's starting points, enabling assessment to be precise and sharply focused on the individual child. Additionally, and as an on-going process, parents are encouraged to share their own observations of their children's achievements through the settings 'wow' certificates and parent observations. Consequently, children are working securely within the typical range of development expected for their age and some are exceeding expectations, making very rapid progress in all areas, which ensures that they are ready for school.

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

Relationships with parents are highly effective. Therefore, children and their families feel confident, secure and extremely well supported. The arrangements for settling children into the setting are tremendously important to all concerned. They provide time to develop a better understanding of each child's needs and provide plenty of opportunities for parents and carers to ask questions. As a result, families say communication strategies are very successful and they feel fully involved in their child's experiences.

Children are very happy and have a thoroughly enjoyable time in the setting because of the trusting relationships. The strong bonds and secure attachments are widely observed. Friendships and examples of kindness and caring behaviour between children demonstrate their feelings for one another. There is enormous care and concern shown for others. Children readily share resources, take turns and invite others to join their activities. Children look to practitioners for support and guidance because they know it is readily available and willingly given. Children's behaviour is extremely good. They understand the few simple rules, designed to keep them safe and help them develop respect for others. This is because practitioners offer high quality support, reassurance and are excellent role models. Children's independence is fostered extremely well by all practitioners on almost all occasions. As a result, children quickly learn manage their shoes, boots and coats when going outdoors or getting ready to go home. Older children pour their own drinks and help to cut up fruit and vegetables for snack time. There is scope to further extend opportunities for the youngest children to pour their own drinks. Many children use the bathroom independently and their key person supports those needing help. Children have a very secure understanding of good hygiene because the importance to their continuing good health is communicated consistently and children follow the robust routines with ease.

Children bring a packed lunch from home; some families prefer a hot meal and practitioners willing heat foods. Practitioners and children eat together, this means opportunities to talk about healthy eating and to role model good table manners are maximised. As a result, children develop their knowledge and talk eagerly about the benefits of a healthy diet. The time is very sociable with lots of lively chatter. Health messages are communicated through planned activities, most recently about dental health. Children are therefore provided with the necessary knowledge to help them make healthy choices. Children are active and thrive because of the opportunities for energetic play in the extensive outdoor area. Practitioners use the area very effectively to support children in exploring the natural world. Children have successfully grown enormous sunflowers, good size pumpkins and they relish the chance to dig in the soil. Space to run, use the wheeled toys and climb on the equipment contributes significantly to children's developing body control and coordination as well as keeping them to learn about the effects of exercise on their bodies.

Practitioners encourage and support children in the safe handling of tools when they cut up their fruit for themselves. They provide excellent guidance in the safe and effective use of scissors. As a result, children are independent and understand how to use equipment safely and with care.

Children's well-being is prioritised and as a result, their care needs are always effectively met. Those children identified as having additional needs have specific plans in place ensuring their care needs are fully understood and met. Support for children moving to school is of high quality. Teachers from the local schools are invited to visit the setting, giving them an opportunity to see the children in a familiar environment, to look at learning and achievement records and to discuss issues with each child's key person. Therefore, the next setting is extremely well placed and fully prepared to meet children's individual needs and to develop relationships with parents. Practitioners from the setting also go to visit the children in school. This provides continued reassurance to children that they are valued by those who have previously cared for them.

Practitioners provide an excellent learning environment. It has a wealth of interesting toys and pieces of equipment for children to use freely and imaginatively. Practitioners willingly engage with the children, demonstrating the high esteem in which they hold each one. Consequently, children have a tremendous sense of self-confidence and well-being.

Children display wonderful levels of interest when involved in very well-planned or inventive, spontaneous activities. For example, their imaginations are extensively promoted as a group of children create their own musical band. They play keyboards, guitar and sing along to popular songs as their friends and staff 'sell' tickets, so that others can watch and enjoy their highly inspiring performance. As a result, children's self confidence and self-esteem are enormously promoted and their imaginations are hugely encouraged. Children's independence is tremendously encouraged. They develop an excellent understanding of healthy lifestyles as they access drinking water throughout the session and learn about why they need water to cool them down after exercise. They are provided with an excellent range of freshly prepared snacks which enables them to eat healthily and learn about healthy lifestyles through discussions. All children are encouraged to pour their own drinks and serve their fruit snacks, with young children effectively supported by staff. As a result, children's independence is highly promoted. Transitions to pre-school and nursery are excellently encouraged. For example, as children share their excitement at moving onto 'big school', staff skilfully question them about their feelings. Together they share these feelings as they look at the 'where will I be going in September' book. They talk of their excitement in moving on to their new school and enjoy looking at the many different photos, of each school, within the book made by staff and children. Their speaking and listening skills are excellently promoted as they are each given opportunities to share their thoughts and demonstrate an equal respect by listening to each other. Furthermore, children are highly prepared for the next stages in their learning, because they are skilfully supported in their transitions from home to pre-school and onto school because excellent links are promoted.

Children have excellent opportunities for physical exercise as they take part in a fantastic range of inside activities, such as, when children use the bricks or balls in the hall to learn about balancing. Furthermore, independent choice and superb opportunities provide them with regular access to bikes, scooters, play houses and team games, which they thrive in. As a result, contribution to children's well-being is excellent. Children's safety is exceptional. Staff promote consistent opportunities for children to learn about keeping themselves safe and healthy. For example, children are very well supervised at meal times

with staff eating their lunch with the children and enhancing their social skills. As a result, children's personal, social and emotional development is excellently promoted and they learn about the importance of not sharing food and drink at meal times. Children acquire an outstanding understanding of safety and risks to others as staff use gentle reminders which support their understanding and the children use this to remind others. For example, when moving resources at tidy up time children reminded others of the importance of walking around chairs so as not to hurt themselves. In addition to this, children's understanding of safety is further promoted as they consistently talk about safety when using large equipment in the hall or outside.

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

Every practitioner has a completely comprehensive understanding of the Statutory framework for the Early Years Foundation Stage. This means each one is abundantly clear about their specific role and responsibilities, and those of others in the setting. The manager provides inspirational leadership. She communicates her vision and drive for improvement so well that the team share the vision and are equally committed to maintaining and developing the already very high standards. Very clear messages are given to all visitors about conduct and key practice issues, such as the use of cameras and mobile phones are communicated robustly. While in the setting, practitioners visitors and well-being to ensure children's safety monitor at all times. Safeguarding actively contributes to protecting all children. Robust procedures for recruitment and induction mean all practitioners fully understand the policies and how they are implemented to provide the safe environment expected. As a result, families and their children feel very secure. Rigorous monitoring of the environment means practitioners are deployed exceedingly well ensuring they are perfectly placed to protect children and to optimise learning.

The meticulous documentation ensures the day-to-day management of the setting runs smoothly, children are exceedingly well protected and it supports all practitioners in reflecting and evaluating practice. For example, cohort tracking of every child's progress mean practitioners identify gaps in learning and put in place, strategies which rapidly narrow the gaps in children's learning. As a result, all children are expertly supported in making the best progress possible and educational programmes develop to ensure they always provide optimal challenge for all children.

Supervision and appraisal contribute significantly to ensuring the high calibre of practitioners is sustained and each one has the opportunity to develop professionally. Practitioners observe each other and contribute to peer appraisals. This ensures they are fully aware of any gaps in practice and are enabled to support each other in raising standards. Practitioners regular attend training courses to update their knowledge and to equip them to deliver specialist support to children and their families and to increase their qualification level. Evaluation of the setting and its practice, through reflection and by seeking the views of those who use the setting is integral to practitioners' practice. This means plans to improve and extend the experiences offered are developed from the views expressed by a wide range of individuals.

Partnership working with parents and with other providers is exceptionally effective. In order to keep parents and carers better informed about children's learning and activity plans the manager sends out a weekly update. Parents say this helps tremendously with home learning and helps them to organised resources to support the setting and their children. The daily diaries for the youngest children enable the key person to keep parents informed about their child's day where the children may not be able to do this for themselves. Again, parents find this a valuable additional communication tool. Recommendations from previous inspections are rapidly addressed to eliminate weaknesses and practitioners continually look to make improvements across the setting.

Parents are extremely complimentary about the setting and practitioners. They share information about their child's learning and value the importance practitioners attach to parent contributions. They express deep satisfaction with the frequent communication and opportunity provided to speak to their child's key person on a daily basis about learning and care. They have total confidence in practitioners and those families using the setting for the second or third time say they have seen a terrific increase in the standards of teaching and learning through play, resulting in happy, well-balanced and informed children.

The manager has implemented excellent monitoring and evaluative systems, such as, regular and comprehensive one-to-one meetings and appraisals. This means that she is effectively supporting her staff team in their continuous professional development. All staff demonstrate high levels of enthusiasm and speak extremely well of each other. Very strong team work reinforces this approach and clearly contributes to the pre-school's excellent success. Exceptional and highly effective systems are in place to monitor the learning and development of each and every child in the setting. For example, the manager frequently collates and manages information from staff in relation to children's observations and assessments. Consequently, educational programmes continue to provide optimal challenge in meeting children's individual needs. As a result, possible gaps are limited and very quickly identified, so improvements can be rapidly made.

Excellent self-evaluation involves everyone at the pre-school. Rigorous monitoring and evaluation of the setting, including staff, parents and children ensures that improvements are made quickly. Parental feedback is always expertly incorporated in to the settings plans to improve. For example, through regular and precise parent questionnaires more consultations are planned and organised to support and enhance parental knowledge and understanding of their children's achievements and progress. Parents express their self-assurance in having a more regular and up-to-date understanding of the progress their children are making. They express excellent levels of satisfaction with the service provided by the highly skilled management and staff team and are clearly thrilled with their children's rapid development. Pre-school policies and procedures, including complaints, are reviewed, updated and actively shared with parents to ensure that they are always well-versed. Outstanding action plans are in place to demonstrate the team's confident determination to improve and identified weaknesses are instantly prioritised. For example, recommendations made at the last inspection, a short time ago, were immediately dealt with and improvements impacted positively on children's learning and development. The pre-school manager has been proactive in developing excellent links with local schools,

including regular visits to meet primary school teachers. She ensures that effective communication is highly promoted and, as a result, this influences the on-going contribution to children's individual needs

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	923259
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	19/03/2013
Telephone number	01763 281444

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Type of provision

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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