



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Jumping Jacks Day Nursery
165 St Asaph Avenue
Kinmel Bay
Rhyl
LL18 5TU**

Date of inspection: January 2016

by

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Reporting Inspector**

for

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Jumping Jacks Day Nursery was purpose built in 1991 and is set in half an acre of grounds. The large nursery is based in a semi rural area on the outskirts of Rhyl serving the local area including Kinmel Bay in Conwy, North Wales. The nursery is privately owned and managed and the general day to day running is carried out by a manager and practitioners.

The setting is registered with the Care and Social Services Inspectorate Wales to provide full day care for 50 children. The nursery is open from 7am to 6pm Monday to Friday.

The last inspection from the Care and Social Services Inspectorate Wales was November 2015. This is the second inspection by Estyn.

There were two children eligible for funding during this spring term.

Most children attending the nursery are from the local community and come from a range of backgrounds however the catchment area covers approximately a ten mile radius. The setting is English speaking, providing care and education for children from families for whom this is their first language. Ethnicity is all White British and no children have additional needs.

Jumping Jacks Day Nursery receives support from Conwy Early Education.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The current performance of the setting is good because:

- standards of children's wellbeing are good;
- very good use is made of the local environment to extend the children's experiences;
- learning experiences are varied and interesting
- the quality of teaching is excellent; and
- the setting provides good quality care, support and guidance for all children.

Prospects for improvement

Prospects for improvement are good because:

- there is effective leadership;
- leaders pay effective attention to local and national priorities and there is a strong focus on developing literacy and numeracy skills;
- resource management is excellent;
- practitioners work very flexibly as a team for the benefit of the children; and
- the setting has made good progress since the last inspection.

Recommendations

R1. To further strengthen the partnership with the local school to fully support the transition arrangements for the children.

R2. To include more detail in observations that link to planned opportunities for skill development.

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	N/A
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Standards: N/A

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Wellbeing: N/A

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Practitioners plan together a range of interesting, innovative learning experiences including growing and carving pumpkins that provide a challenge for the children and successfully take into account their differing learning needs and ideas.

Indoors and outdoors are used to develop skills effectively and children make good progress towards meeting the Foundation Phase outcomes. Good organisation ensures children learn successfully and the curriculum builds well on children's existing knowledge and understanding.

Activities are focused well and the children have good opportunities to be independent and problem solve, for example how to walk with a balloon between their ankles like a penguin with an egg. As a result children acquire good thinking skills which are developing well across all areas of learning. Children learn successfully about caring for living things, as they watch their caterpillars change into butterflies and tadpoles grow into frogs.

Skills in literacy and numeracy are embedded successfully into the planning and the experiences of the children and develop effectively through a consistently good range of activities. Practitioners successfully promote an interest in reading and looking at books by sharing a variety of books and stories. Practitioners use a suitable range of mathematical equipment and activities to develop children's numeracy skills effectively, such as dice games, counting and matching. The setting provides valuable opportunities for children to develop their Information Communication Technology skills through a range of equipment such as tablets, electronic games, simple computer software and programmable toys. As a result children become highly familiar with, and use ICT confidently as part of their learning.

Practitioners make good use of the local community to extend the experiences of the children by visits in the locality including the Water Gardens, the Sea Life Centre and further afield to the zoo. Children are successfully involved in fundraising which enables them to learn effectively about the world and others around them.

Children have good opportunities to learn about Welsh culture and traditions through learning a range of Welsh songs, listening to stories and celebrating festivals, such as St David's Day.

Teaching: Excellent

There are very high expectations of the children and without exception practitioners are highly skilled at knowing when to intervene in children's play and when to let them discover independently. They enable the children to introduce new ideas or problems to solve and they are aware of what to do to encourage the children to improve. All are highly motivated and enthusiastic about the children's achievements.

Practitioners have very good knowledge of child development and of the requirements of the Foundation Phase. A range of activities and innovative learning experiences provides highly effective challenge and practitioners make creative and imaginative use of resources to keep the children's interest and focus on task, for example melting an ice egg to discover a baby penguin.

All practitioners are exceptionally well briefed before the session and well deployed to extend children's play successfully. By using a highly effective range of teaching strategies that support the children they become confident learners. Adult support is exceptionally well focused but highly flexible and makes a significant contribution to the quality of the children's learning. All practitioners understand highly effectively how children learn and are very clear about the development opportunities and expected outcomes from each activity. Questioning techniques are highly effective in both challenging children and successfully developing their thinking skills.

Practitioners develop the Welsh language skills of the children very effectively through planned and spontaneous opportunities during the session. As a result the children respond well to simple words and phrases in Welsh. Circle times are used highly effectively to listen, share stories, develop thinking skills, re-cap on the previous session and discuss what they are going to do.

All practitioners work superbly well as a team and constantly review and evaluate their practice and the progress of the children during the session. This is highly effective and as a result provides support and a flexible teaching approach, to continually adapt an activity to extend individual achievement or provide a different level of skill or way of working to successfully meet the developing needs of the children.

Practitioners make useful observations of the children which focus on the outcomes from planned activities, however on occasion there is not always sufficient detail included about what has been achieved. How this links to further planned opportunities for skill development is not always clear.

Care, support and guidance: Good

The setting successfully provides a safe and happy environment for children to enjoy learning with a range of policies to actively promote their health and wellbeing including their spiritual, moral, social and cultural development. There are appropriate procedures such as risk assessments in respect of safeguarding and the practitioners have undertaken training in child protection. The premises are secure and as a result the setting's arrangements for safeguarding children meets requirements and gives no cause for concern.

The setting provides a good level of care, support and guidance for the children, because practitioners know the children well they respond successfully to all their needs and as a result children feel secure and learn effectively. Interesting activities and experiences ensure that all children learn about sharing and taking turns, for example when listening to each other during circle time. The children are reminded of simple rules and know how to distinguish right from wrong very successfully. The setting fosters values such as honesty, fairness and respect and develops an understanding of living and working with others through activities and visits in the local community.

The children respect and are involved in caring for their environment and have a sense of awe and wonder about the world in which they live by successfully growing vegetables and fruit such as water melons in their poly tunnel and garden. The setting makes good use of packaging when making 'junk' models, but there are highly effective opportunities for children to learn about re-cycling when they use their rain water storage tanks to water their plants.

Children are confident learners who show good levels of initiative. They help each other highly effectively such as by assisting their friends to put on their shoes after playing in the activity barn.

The setting draws upon external professional expertise successfully and practitioners employ positive behaviour strategies that encourage all the children to learn. There are suitable arrangements for providing children with personal and specialist support and these contribute well to the children's overall development.

Learning environment: Good

The nursery successfully provides a welcoming and rich environment for the children where they settle well and quickly to the activities. The setting has an equal opportunities policy and an admission procedure that welcomes all children and actively supports their health and wellbeing. There is a well established ethos in which all the children and their backgrounds are valued.

There are effective, annotated bi-lingual displays of children's work around the room which include their own comments and a photograph album in the entrance hall which evidences the wide range of activities provided. There are plenty of well organised and varied resources located in see through boxes, most with pictures, that effectively enable children to help themselves and develop their own learning. All the resources are of high quality, used in an innovative way and are well matched to the needs of all the children.

The practitioners have a sound knowledge of child development and the Foundation Phase requirements. They create a stimulating learning environment indoors and out making effective use of space and know what they need to do to help the children to succeed. They have relevant qualifications and experience of working with children.

All children are kept safe and the accommodation is used highly effectively, secure and well maintained to support the learning of the children. Indoors and outdoors are used well to develop play and learning and the visits in the community are used particularly well to enhance the facilities at the setting and enrich the learning of the children.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The setting is managed well with high standards and values. Aims and objectives are effectively shared through day-to-day working practice and there is a positive ethos, clear direction and sense of purpose that effectively promotes and sustains improvement.

Good leadership with all roles and responsibilities well defined contributes effectively to the wellbeing and levels of progress and achievements of the children. Learning and teaching are successful because leaders have high expectations, support the setting effectively by daily visits and respond promptly to any advice and guidance and ensure that any changes impact positively on the provision. As a result practitioners and children feel valued, enthusiastic and well motivated. Self-reflection develops the setting and leads to successful improvements in practice. Leaders set targets and relevant legislation, guidance and national and local priorities are taken into account and used to effectively improve the standards and wellbeing of the children, for example literacy and numeracy, healthy eating and dental hygiene.

There is a strong emphasis on training and development and practitioners effectively share their expertise with each other to further the experiences of the children, benefit the service and raise standards of provision. Practitioners have undertaken training relevant to aspects of the Foundation Phase to improve their own knowledge and skills and support the learning and development of the children.

There are successful links with parents that support consistently well the learning of their children and they are kept effectively up to date with progress. Practitioners are well deployed and a positive ethos ensures children achieve and make good progress in the Foundation Phase.

Improving quality: Good

The setting has made very good progress since their previous Estyn inspection, and addressed the previous recommendations very effectively, for example by introducing a rain water tank for children to water their plants and a large poly tunnel in which to grow fruit and vegetables such as pumpkins and water melons.

Parents and children are regularly consulted and their views are valued in developing the setting. Self-evaluation is on going and includes the contributions of all practitioners. Practitioners identify strengths and areas for improvement which link effectively to outcomes for the children. They are able to show how the provision has been improved by effective changes to their work practice, such as in the construction area and how this has had a positive impact on the standards achieved and the wellbeing of the children.

All changes and developments have the children at the centre of the provision and there is self-reflection with practitioners open to new ideas and different ways of working. All practitioners are engaged in professional development and actively share their expertise and knowledge to benefit each other and as a result they effectively raise standards and support the learning of the children.

Partnership working: Good

A good range of effective partnership working contributes successfully to the children's progress and wellbeing. The setting works effectively with parents in order to achieve the full potential of their children, for example they are kept very well informed about the work of the setting by a display of photographs and other information in the entrance and as a result know how they can help their children at home. The setting provides a detailed portfolio of progress for parents when children leave the setting and by on going assessments and speaking to practitioners, parents are kept up to date with achievements. Children select and package fruit and vegetables that they have grown for parents to take home. By doing this the setting is not only showing the different range of produce but also enriching links between the children's homes and the setting.

Parental feedback is encouraged so that issues are identified and the provision is monitored. As a result consistently good links between home and nursery are maintained and learning is effectively supported.

Partnership working between practitioners in the nursery and the early education teachers is highly purposeful and beneficial to all. Practitioners value the support they receive and respond very positively to any advice and guidance thereby enhancing the work of the setting.

There is a developing partnership with one of the local schools; however transition arrangements to fully support the children when they move on to school are in the early stages.

The setting works effectively in partnership with other professionals to ensure a good level of support for any children with additional learning needs. Practitioners work highly successfully together as a team and effectively share information for the benefit of all the children

Resource management: Excellent

The setting has an outstanding range of high quality resources that contribute very effectively to the progress of all the children and motivate them to learn. Practitioners undertake training such as sign language that they put in to action to benefit the children and improve standards of learning and well being.

Exceptional use is made of the staffing and resources available. Practitioners are deployed highly effectively moving around the areas instinctively to where they are needed and as a result are superbly aware of their roles and responsibilities within the setting. The management have a very good understanding of budget matters, accounts are audited and all additional resources are of benefit to the children.

Future resource needs are very effectively identified through themes and outdoors is used superbly well to enhance and develop children's learning, in particular the full sized poly tunnel and water tub that collects rain water for the children's fruit and vegetable growing.

Overall the nursery provides very good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Mrs Anne Elizabeth Manning	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.wales)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered child-minders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.