



Jumpers! Day Nursery

Inspection report for early years provision

Unique Reference Number	160175
Inspection date	24 November 2006
Inspector	Daphne Prescott
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Registered person	West London YMCA
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jumpers! Day Nursery and Holiday Play Scheme is run by West London YMCA. It opened in 2001 and operates from a purpose built building. It is situated in the premises of the YMCA in Ealing in the London borough of Ealing.

A maximum of 28 children may attend the nursery at any one time. The nursery is opened each weekday from 08:00 to 18:00, 52 weeks of the year, except bank holidays. A maximum of 52 children may attend the holiday play scheme at any one time. The holiday play scheme is opened each weekday from 08:45 to 18:00, school holiday, except bank holidays.

The nursery children have access to a secure enclosed outdoor play area. The holiday play scheme and nursery share access to a communal outside play area within the grounds of the YMCA.

There are currently 47 children aged under five years on roll. Of these five children receives funding for nursery education. The setting supports children with English as an additional language.

The nursery employs 13 staff. There are nine staff including the manager that hold appropriate early years qualifications, two staff are working towards a qualification. The holiday play scheme employs staff according to the numbers of children attending to meet the required staffing ratio.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic environment where the level of hygiene is good as staff take steps to prevent the spread of infection to protect children. For example, staff follow effective nappy changing routines by wiping the area after each nappy change and wearing separate gloves for each child. Children learn the importance of personal hygiene through well established routines such as washing their hands after painting activities and toileting and before snacks and meals. There are clear procedures in place for dealing with sick children, which helps to minimise the risk of cross infection. There are appropriate systems for recording accidents and medication administered to children. Suitable levels of staff hold first aid certificates and are aware of how to administer first aid in order to provide appropriate care to injured children.

Children are beginning to learn about the importance of healthy eating as they are offered healthy and nutritious foods. For example, at snack time children can help themselves to fresh sliced apples and oranges. At lunch time they enjoy lamb curry and rice, fresh broccoli, salad and a vegetarian option. Meal times are very well organised, children's independence is well fostered as older children serve themselves, and they really enjoy the independence of placing their own food on their plate as they enjoy selecting fresh vegetables and salad for themselves. Children sit in small groups for snack and meal times and eat in a very relaxed and social atmosphere. Staff encourage the children to engage in conversation with their friends; as a result children are very competent in their social skills. Older children enjoy the independence of being able to choose when they have a drink as their individual drinking cups are easily accessible. Younger children are regularly offered drinks to ensure none remain thirsty. Staff discuss all dietary needs and food preferences with parents, which means that children's individual needs are taken into account.

Children of all ages have ample opportunities to develop their physical skills, both indoors, and in the garden area. The outside area is well planned to incorporate different activities which encourage children to use their bodies to keep fit and healthy. Indoors, they have access to a studio area where they have tremendous fun climbing on the different climbing and balancing apparatus and moving in rhythm to the dance music being played. They swayed to the beat, clapping their hands and laughing together with staff. The learning environment is extended outdoors, offering the funded children a balance across the six areas of learning. For example, children are learning their numbers as they park their bike and match their bike number to the

numbers in the garden. They have access to climbing equipment, where they climb with great confidence and slide down the slide with great excitement. Indoors, children are developing good hand and eye coordination as they cut, glue and paint using a variety of tools. They use everyday technology with ease and confidence and are gaining increasing control of the mouse and key board on the computer and are very proud of their achievements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the very welcoming surroundings as staff greet them and their parents warmly, which ensures they feel secure and content. The rooms are bright and stimulating to help create a positive learning environment as the toys and activities are set up, inviting and enticing children to play. Children have access to a good range of developmentally appropriate toys and equipment. They have good opportunities to select play equipment in order to make choices for their own learning experiences as equipment is stored in low level units. Children benefit from playing in a spacious and secure environment. This allows them to move around freely and safely both inside and outdoors. Children are safeguarded as staff check the toys and equipment on a regular basis to reduce any hazards.

Children's safety is paramount to the organisation of the nursery. Staff recognise hazards and take positive steps to minimise these. Systematic risk assessments are carried out and all staff shares in the reasonability to keep the children safe. Staff verbally discuss how they plan to keep children safe on outings to the library. However, written risk assessments are not completed for outings to the library which help towards protecting children further. The nursery is well planned, with space for children to move freely and safely around activities and play areas. Well implemented safety and security precautions are in place to promote and safeguard the children's welfare. There are appropriate procedures in place to ensure children depart with suitable adults. Visitors are monitored when on the premises and children cannot leave the premises unsupervised. Daily routines such as tidy up times and a few gentle reminders particularly when children are playing outdoors help develop their awareness of safety. All children and staff practise the emergency evacuation procedures on a regular basis. This helps children to become familiar with the routine in the event of an emergency. Children are effectively supervised as correct ratios are maintained and staff are effectively deployed throughout the nursery.

The children are well protected. The manager and staff have good knowledge and understanding of child protection procedures. They know how to implement local child protection procedures as they have a clear procedure to follow should they have concerns about the wellbeing of a child. The manager ensures that procedures are up to date and that staff understand their responsibilities and attend regular training. Clear information is displayed for parents so that they understand what will happen if a member of staff has concerns or there is an allegation against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children willingly separate from their parents and carers when they arrive and settle into the routine of the day. Younger children are beginning to play well alongside their peers during indoor and outdoor activities as they are supported to develop social skills such as sharing and turn taking. Young children are developing a sense of trust and security as they are looked after by key members of staff. The key worker system helps staff to get to know the individual needs and abilities of an identified group of children. The affectionate, gentle and highly stimulating care given by staff ensures that the younger children understand that they are valued by, and important to, their carers.

Younger children and babies are beginning to develop their communication skills as they attract the attention of staff who respond very enthusiastically to their sounds and gestures. They are encouraged to communicate effectively, as the staff use a variety of strategies such as echoing and mirroring. Younger children have enormous fun as they dance to familiar music; they shake their hands and bob up and down in time to the music. Staff encourage them to participate in familiar songs, such as 'Twinkle, Twinkle Little Star'. Younger children enjoy activities such as painting and role-play. Staff interact well with children particularly when playing in the home area and ask questions that help them to think and express their ideas in their own way. Children have a great time as they pour cups of pretend tea in the home corner area for the staff to drink. This helps to promote their imagination and language development. Staff are developing an awareness of the Birth to three matters framework and this has a positive effect on the younger children's achievements. However, this has yet to be fully implemented in all of the rooms using the Birth to three matters framework to appropriately plan for younger children.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals as staff have knowledge of the Foundation Stage curriculum and provide a good range of activities in each of the areas of learning. Planning of the curriculum has been developed and links to the learning areas. However, the evaluation of activities is not always completed to help plan the next step in children's learning. Children are fully engaged in a wide range of interesting and exciting activities, which are appropriate to their age and ability. They are engrossed in activities for considerable periods of time, whether working on those set out by staff or ones which they have selected themselves. This level of involvement is enhanced by the staff questioning and the respect shown for children's answers. Children have good relationships with staff, this is reflected in the children's good behaviour, and motivation to participate and learn. Children's independence is well promoted as they help tidy up with little encouragement, help themselves to different activities and wash and dry their hands after toileting. Children are kind and considerate towards each other and they play well together.

Children are developing a strong love of books and use books independently as well as having a variety of stories read to them. For example, the story of 'Children around the World' is read to the children. They are able to sit and concentrate during story time and join in excitedly as they respond to staff's open-ended questioning as they chat about how different children around the world travel to school or nursery. They confidently talk about their experiences of

travelling to nursery. Children are encouraged to write for different purposes as they are provided with pencils and pens in the writing area. They have opportunities to recognise letters of the alphabet through posters that are displayed at their level. Children recognise their name as they place their name card on the signing in board. They recognise and name shapes such as circle, triangle, and square. They recognise colours and identify numbers one to ten and above. Children are introduced to simple additions and subtractions through learning programmes on the computer. Children develop mathematical language when comparing the differences between full and empty cups of water; count, compare and sort the different number dominions.

Children are beginning to develop knowledge of their environment as they are taken out on trips to the library and local parks. They have opportunities to investigate and explore the changes in the seasons by observing the changes in the leaves falling from the trees. They have good opportunities to care for plants and are learning about how things grow as they observe the different plants in the garden. Children are helped to develop a sense of time as they see photographs of themselves as babies and as younger children. Children are able to use their imaginations exceptionally well during role-play. They successfully negotiate roles and are beginning to play co-operatively together. For example, children talk about travelling on the tube to different places in London. Children negotiate between them who is driving the train and at which station the train is going to stop. Children enjoy singing songs; as they confidently practice their songs that they are going to sing for Christmas. They enjoy playing a range of musical instruments and explore the different sounds that they make. Children listen carefully as they play the instruments quietly and laugh with great excitement as they make loud noises

Children that attend the holiday play scheme during the school holiday have the opportunity to play with a variety of activities and resources. For example arts and crafts, parachute games, team games, scavenger hunt, jewellery making, clay modelling and musical movement activities. They also have the use of the large communal garden where they can run around and enjoy a range of energetic physical exercise and fresh air that helps to contribute to a healthy lifestyle.

Helping children make a positive contribution

The provision is good.

Staff are friendly and approachable, they talk with the children and their families about events at home and in the nursery, this helps to build positive and trusting relationships. Children's care needs are known by staff because information about children is obtained from parents prior to admission. This helps to ensure that children's individual needs are met. Children come from a variety of backgrounds. They are learning to acknowledge and respect differences through displays about themselves and their family origins and they are provided with a range of toys reflecting positive images of race, culture and gender. The nursery has clear procedures in place to support children with learning difficulties or disabilities. The special needs co-ordinator has attended training and has a good understanding of the nursery's roles and responsibilities in supporting children with learning difficulties

As children are engaged in meaningful play, their behaviour is very good. Age-appropriate and positive strategies are used to manage any difficulties that may arise. For example, staff talk to the children about making good and bad choices. Children's conduct is rewarded in a positive

manner as staff give the children plenty of praise and encouragement. They also receive a coloured stamp on their hand for doing something really well. Children are thrilled at this recognition and show their parents when they arrive to collect them. Staff have a great deal of respect for the children and this is evident in the children's behaviour and the calm relaxed atmosphere created by the staff. Older children show great concern for each other and enjoy the responsibility of helping and explaining routines and activities to younger children. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers of children who receive nursery education is good. Children's individual progress and achievements are discussed and shared through regular meetings with key workers and a written report. Parents can discuss their child's progress with the staff at any time. Parents speak highly of the service provided and are confident to approach staff, safe in the knowledge that any issue raised will be addressed. All parents know their child's key worker and share general information with them about their child's general well-being. They are very happy with the care, education and the progress their children are making.

All children benefit from the shared knowledge between staff and parents to ensure their child's individual needs are met. The gradual settling in process for new children helps to establish good links with the parents. There are appropriate systems in place to inform parents about the setting's policy, procedure and events. Parents are actively involved in the nursery. For example, a parent completed a display in the nursery for St Andrews Day, children enjoyed making flags and listening to Scottish music being played.

Organisation

The organisation is good.

The leadership and management of the nursery is good. Children benefit from a highly motivated manager who is very committed to providing good quality care and education for children, and these aims are clearly understood by staff. The nursery is very well organised and good daily communication means that routines and practice flow smoothly. Regular staff meetings and curriculum planning sessions effectively support effective team work. The manager is directly involved with the children and provides a very good role model to staff. The manager and staff work very well together as a team, consequently this is reflected in the good practice which results in the children being very happy and contented in the nursery. High importance is placed on training and the manager gives good support to staff to attend training. This helps to promote positive outcomes for children.

Children share good relationships with staff that have been thoroughly vetted for their suitability to work with children. The nursery has a stable, committed staff team that are caring and attentive to the needs of the children. The staff work very well with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is enhanced by the effective deployment of staff as the manager maintains high child-staff ratios which help to ensure that all children are secure and happily engaged in their activities. Toys and resources are easily accessible to help children choose for themselves. As a result, children are very independent.

All the required documentation which contributes to children's health, safety and wellbeing is in place. However, staff and children's surnames are not recorded in the daily attendance register, to ensure that accurate details are maintained on staff and children's attendance for their safety and welfare. Children's individual records are maintained and shared with parents, which ensures the appropriate care is provided. Children receive appropriate care through the implementation of the nursery's comprehensive policies that are read and understood by all staff. The setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

At the last Children Act inspection the manager was asked to use observations made to devise plans for the next steps for children's play, learning and development. The staff use their observations to help plan for the next step in children's learning. This approach has a positive impact on children's learning and development.

At the last nursery education inspection the manager was asked to provide opportunities to develop children's independence and mathematical thinking through daily routines and activities. Further opportunities for children to develop linking sounds to letters. Opportunities for children to understand about changes that happen to their bodies and the importance of staying healthy. The opportunities for children to make music and rhythm. Staff's teaching and questioning methods to extend children's thinking.

Children have regular opportunities to develop their independence and mathematical thinking through daily routines and activities. Throughout children's play staff encourage children to develop linking sounds to letters. Staff talk to the children to help them understand about changes that happen to their bodies and the importance of staying healthy through different activities. Children have good opportunities to make music and rhythm. Staff use open ended questions to help extend children's thinking and develop their learning. These improvements have had a positive effect on children's learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that written risk assessments are complete for outings
- develop the Birth to three matters framework to support children in their earliest years
- ensure children's and staff's full names are recorded in the daily attendance record.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- maintain the evaluation of children's activities to help plan the next stage in children's learning.

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