



# Childcare Inspection Report on

**Jumping Jacks**

**Omega  
165 St Asaph Avenue  
Kinmel Bay  
Rhyl  
LL18 5TU**



**Date Inspection Completed**

08/01/2020

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

## Description of the service

Jumping Jacks offers full day care and runs from a purpose built premises in Kinmel Bay, Rhyl. Gareth Birch is the registered person and Gwyneth Broxton is the person in charge of the day to day running of the service. The service opens Monday to Friday from 07:00-18:00 closing for bank holidays. The service is registered to care for a maximum of 50 children and they offer care to children aged 3 months to 8 years. The service offers Early Years Entitlement provision and is inspected by Estyn.

English is the main language of care with Welsh promoted. This is a service that does not provide the Welsh language 'Active Offer'.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children are happy, feel valued and express their needs well. They are motivated and engage in a range of activities in a well-organised, stimulating environment. Staff work well together to successfully meet children's individual needs and have a kind, nurturing approach towards the children. Leaders are reflective, and manage the service effectively. They support staff well and have positive relationships with parents and the wider community.

### 2. Improvements

Following this inspection we received:

- A second reference for one member of staff.

Since the last inspection many improvements have been made. Some of which include:

- Previous recommendations and non-compliance being successfully addressed;
- a wealth of new indoor and outdoor resources being purchased and
- new monitoring action plans have been implemented.

### 3. Requirements and recommendations

We have advised the registered person that improvements are needed in relation to provision of information (regulation 31). A notice has not been issued on this occasion, as there was no immediate or significant impact for children in relation to this issue. We expect

the responsible person to take action to rectify this and it will be followed up at the next inspection.

We made recommendations in relation to loose parts play, outdoor experiences for babies and risk assessments.

# 1. Well-being

**Good**

## Summary

Children are happy, enjoy attending and are motivated learners. They influence their own play, are developing well and becoming independent. They have positive bonds of affection with staff and each other and co-operate well.

## Our findings

Children had a strong voice. They expressed themselves well, were confident communicators and had good opportunities to make choices and decisions. For example, they chose which toys to play with, whom to play alongside and babies used non-verbal communication to indicate when they needed help, which they did when crawling down the soft ramp. Activity planning in the pre-school room contained children's ideas, for example, children had recently suggested playing with the jigsaws, games, jugs and cups which was respected and acted upon.

Children had developed positive relationships with staff and had formed friendships with their peers. For example, babies enjoyed being cuddled and smiled as they made eye contact with their familiar adults. Older children enjoyed telling staff and each other about when their birthday was and lots of laughter could be heard across the nursery, which demonstrated how comfortable and relaxed the children were.

Nearly all children interacted and co-operated well. Babies were becoming self-aware and were learning to express their needs, for example, indicating which toy car they wanted to play with and or when they wanted a cuddle. Older children, willingly shared toys such as the fire station and with help, they took turns when playing board games. Many older children were seen happily chatting with their friends, showed interest in their friend's toys and enjoyed each other's company.

Children were highly motivated, engaged and took part in activities with interest. For example, babies were proud of themselves as they toddled around the room smiling at themselves in the mirror. Pre-toddlers were captivated as they carefully moved the beads around the maze and outdoors, children had fun rolling down the hill and climbed the activity area with enthusiasm. All children we spoke to told us they enjoyed coming to the nursery, which was confirmed by the sample of parent questionnaires we read.

Children had access to a good variety of experiences which enabled them to develop well. Social skills and independence were promoted by children being encouraged to do things for themselves. For example, they tidied away resources, wiped their own faces after eating, brushed their teeth and handed out napkins ready for teatime. Others solved

problems by listening to each other and working things out for themselves which they did to successfully attach the ladder to the toy fire station.

## **2. Care and Development**

**Good**

### **Summary**

Staff follow effective procedures, which keep children safe and they promote their all-round health. Children's interactions are managed well and staff show warmth and kindness towards children, and successfully meet their individual needs.

### **Our findings**

Staff followed effective procedures which kept children healthy and safe. Safeguarding is prioritised and all staff have a good knowledge of their responsibilities to protect children. Records showed fire drills were conducted regularly, good hygiene practices were followed and staff promoted healthy lifestyles well. For example, they offered healthy food with many fruit and vegetables grown on site. Leaders used this opportunity to teach children about healthy eating and where their food comes from. Regular outdoor play opportunities were offered and staff encouraged children to brush their teeth at the service daily. Leaders were committed to promoting good health in the early years. Accidents and incidents were effectively recorded and were shared and signed by parents. All staff attended regular training and held up to date certificates in paediatric first aid, food safety and child protection.

All staff understood the behaviour management policy and consistently implemented positive behaviour management strategies. Interactions were warm and kind and staff were sensitive to the needs of individual children. Staff carefully encouraged sharing, they used re-direction when needed and staff were heard regularly celebrating children's achievements.

Staff were well qualified and experienced. They planned a good variety of stimulating learning experiences, which promoted children's curiosity. For example, that afternoon, staff had planned to teach children about hibernation and had a tray with animals that hibernate as well as leaves, twigs, caves and burrows for the children to explore. Staff provided responsive care and had a nurturing caring approach. For example, they cuddled young children when they needed reassurance and consistently listened to and acted upon children's wants and needs. Effective arrangements were in place to support children with additional needs. This included providing children with one to one care, as well as working well with specialist agencies and working closely with parents. Staff met children's individual needs effectively. They planned well for children's next steps and regularly reviewed and shared children's progress with parents.



### **3. Environment**

**Good**

#### **Summary**

Effective procedures are in place to ensure children's safety. Leaders provide care in a stimulating environment with facilities, which successfully promote children's learning. Staff ensure the service is well resourced and toys are of good quality.

#### **Our findings**

Leaders ensured the environment was safe, secure and well maintained. Effective measures were in place to ensure everyone understood their responsibilities in relation to the safety and welfare of children. Written risk assessments were comprehensive, regularly reviewed and ensured potential hazards in the environment were reduced or eliminated. For example, doors were locked with entry controlled by staff, the outside area was enclosed and a safety gate prevented children from accessing the kitchen. Staff were able to discuss safety measures in place, in relation to the outside gate. We recommended adding these to the written risk assessments.

Leaders provided children with a warm, welcoming purpose built environment. Play spaces were thoughtfully considered, for example, the baby room was warm and homely, containing soft carpet, which enabled babies to sit and crawl comfortably. Transparent doors connecting each room meant children could see the next room they were moving on to, which helped ensure a smooth transition. Leaders organised rooms well, reflecting the foundation phase philosophy and provided a good range of play experiences. Children could freely access many resources themselves and were encouraged to follow their own interests and lead their own learning. Attractive displays provided the children with a sense of belonging and pride as they felt their work was valued.

Leaders provided children with clean, good quality, developmentally appropriate resources. For example, staff provided daily outdoor play opportunities for children where they had access to equipment including a new adventure area with slides and tunnels, which was hugely popular with the children. This encouraged children to test their limits and develop skills such as strength, co-ordination and balance. We also saw a sloped grassy hill used to encourage rolling, which provided children with sensory experiences as well as having fun and developing core strength. Miniature donkeys and pet sheep were part of the children's environment and enabled children to understand how to care for animals and develop empathy. Staff offered babies regular fresh air in the warmer weather but we recommended they too were offered daily outdoor access in the colder months as well. Daily access to the outdoors, all year round, can have positive benefits for all ages of children. Indoors, leaders were beginning to offer children access to natural resources and diversity was promoted appropriately. For example, events such as Chinese New Year were celebrated and

leaders had recently purchased more multicultural resources including musical instruments, dolls and books. We recommended leaders offered more opportunities for 'loose parts play'. This type of play would benefit the children because it supports invention, problem solving and open-ended play.

## 4. Leadership and Management

**Good**

### Summary

Leaders are motivated, experienced and work closely to ensure the service runs successfully. Effective self-evaluation procedures are in place, which ensures improvements are made. Staff and resources are managed well and leaders have positive partnerships.

### Our findings

Leaders were experienced and worked effectively to deliver a shared vision. Policies were followed by all staff and regular communication ensured the service ran smoothly. Overall, leaders understood their regulatory responsibilities and ensured the service complied with the regulations and exceeded national minimum standards. The statement of purpose reflected the service well, which enabled parents to make an informed decision before using the service. Leaders demonstrated they supported staff in their roles by encouraging them to attend training courses and challenged everyone to do their best. Staff confirmed this and told us they felt valued and leaders were approachable. However, leaders did not notify CIW of staff changes, which they are required to do by regulation.

Leaders have effective arrangements for identifying strengths and areas for improvement and make beneficial use of information from a range of sources to inform the self-evaluation process. All staff are committed to improving the quality of provision and outcomes for children. For example, all recommendations and non compliances have been addressed since the last inspection.

Performance management processes were effective and leaders ensured the most appropriate people were recruited for the roles. For example, staff recruitment was thorough and before starting employment appropriate fitness checks were carried out. Of the staff files we looked at one was missing a second reference but this was sent to us the following day. New staff received effective induction and leaders ensured meaningful supervision and appraisals were conducted regularly. This successfully identified training needs and supported staff well.

Leaders kept parents well informed about their child's time at the service through daily chats at drop off and collection time, daily diaries and through the service's social media page. Further information was regularly shared throughout the year, which enabled parents to see children's developmental milestones and achievements. Leaders were approachable and parent and children questionnaires were extremely positive about the nursery, activities and the care provided. The service had strong partnerships with Early Education advisory teachers, local schools, and the local area, which had a positive impact on children's outcomes.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

To improve practices, leaders could consider:

- Providing daily outdoor experiences for the babies, all year round;
- amend written risk assessment to include the safety measures in place, in relation to the outside gate and
- developing the use of loose parts play to encourage more open-ended play.

## 6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service from 8:55- 17:30 on Wednesday 8 January 2020.

We:

- Observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- inspected the environment, toys and equipment;
- spoke to the children, staff and a parent/carer;
- spoke to the person in charge and the registered person;
- looked at a wide range of records including the statement of purpose, policies, procedures, three staff files, three children's records, a sample of questionnaires sent out by the service and
- provided feedback to the person in charge and registered person on the day of inspection.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Gareth Birch
Person in charge	Gwyneth Broxton
Registered maximum number of places	50
Age range of children	3 months – 8 years
Opening hours	7:00- 18:00 Monday to Friday, closed bank holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 December 2017
Dates of this inspection visit(s)	08 January 2020
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care'.
Additional Information:	

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