Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Jumping Jacks

165 St Asaph Avenue
Kinmel Bay
Rhyl
LL18 5TU

Date of inspection: March 2024

by

Care Inspectorate Wales (CIW)

and

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

About Jumping Jacks

Name of setting	Jumping Jacks
Category of care provided	Full Day Care
Registered person(s)	Gareth Birch
Responsible individual (if applicable)	
Person in charge	Jamielee Litherland
Number of places	50
Age range of children	3 months to 7 years
Number of 3 and 4 year old children	33
Number of children who receive funding for early education	7
Opening days / times	Monday to Friday 7.00am to 6.00pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	January 2020
Date of previous Estyn inspection	January 2016
Dates of this inspection visit(s)	12/03/2024

Summary

Theme	Judgement
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Excellent**
Care and development	**Excellent**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Excellent**
Environment	**Excellent**
Leadership and management	**Excellent**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 There are no specific recommendations relating to this inspection. The setting should continue to implement the highly effective practice to support pupils' development, well-being and learning

What happens next

CIW and Estyn will invite the setting to prepare a case study on its work in relation to supporting and developing practitioner's professional development and well-being for dissemination on their websites.

Main findings

Well-being: Excellent

Children are happy, settled and confident. They are at the centre of everything the setting does and have a very strong voice. They have excellent opportunities to make choices and decide how they spend their time. Most children explore their environment freely and choose what resources or activities to engage with for most of the time. Most children develop their own ideas in their play such as deciding to make a star with playdough or putting away animals because they want to play with dinosaurs instead. They know practitioners will listen to them and as a result become confident communicators, using gestures, facial expressions, or speech to express their views or make their needs known.

Nearly all children cope exceptionally well when separating from parents or carers. A few who need a little support respond well to practitioners' gentle reassurances. They form close bonds with practitioners and seek them out readily for cuddles or to play with. This has a highly beneficial effect on their well-being and helps them feel safe, secure and valued. Children's good behaviour, kindness and helpfulness is explicitly praised regularly, contributing to their developing sense of belonging and self-esteem.

Nearly all children behave extremely well. They learn from a very young age to play alongside others, to share and take turns. As children get older, they begin to play together. They learn, through sensitive support, to manage their own behaviour and

develop a sense of right and wrong. They learn to be kind and show respect for others, for example, by helping each another to put on their coats.

Nearly all children are active, engaged learners who greatly enjoy their opportunities to play and learn. They show they are curious about the world as they move confidently between activities exploring water or sand or experimenting with blocks to see what they can build. Nearly all show concentration and resilience as they dig in the sand for treasure or master balance bikes and scooters outside. Most children decide to join in enthusiastically with activities such as singing and story time.

Nearly all children make extremely good progress in their development. They enjoy an excellent range of opportunities and experiences that help them develop the confidence to make independent choices or ask for help if they need it. Most develop effective self-help skills as they learn to eat independently, help to tidy up and increasingly manage their own personal needs such as putting on their coats or using the bathroom.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Excellent

Nearly all children are happy and curious and engage well with the learning opportunities available to them. They choose the activity they want to do from the moment they enter the setting and demonstrate high levels of perseverance and resilience.

Nearly all children, including children with additional learning needs, make very good progress from their individual starting points, particularly in developing their communication, problem solving and social skills. For example, children co-operate very successfully with one another when they play imaginatively in the mud kitchen, creating soup and taking care to add secret ingredients such as pine cones.

Nearly all children make excellent progress with their communication skills. They listen intently to practitioners and their peers and respond confidently. Most children talk enthusiastically about their play using a rich range of vocabulary effectively. For example, children used sophisticated ideas and language when dissecting tomatoes and planting the seeds. This also developed their personal and social skills, and imagination very well.

Most children develop their early reading skills very successfully. For example, when reading a book alongside practitioners, children predict confidently what they think will happen next in the story. Children display a love of books as they choose stories to read independently and to share with practitioners, turning pages correctly as they look at the text and pictures.

Most children develop their early mark making skills successfully, such as writing their names in sand and creating a simple label for their creations in the dough area. A few children help to create a shared story about a magical vehicle in the role play area, reminding the practitioner to use a capital letter for the names of the characters.

Overall, most children are developing an effective understanding of the Welsh language and are beginning to respond to instructions well. A few children are beginning to use Welsh vocabulary independently in everyday situations.

Most children are developing their physical skills well. They use a range of equipment skilfully to develop their strength and balancing skills, walking confidently over different textured surfaces outdoors. Nearly all children develop their fine motor physical skills successfully when making marks using a wide range of resources and by using hammers and screw drivers.

Most children make sound good progress in their mathematical development. They use mathematical language naturally in their play, for example by recognising when pots are full or half full. They sort items confidently according to their colour and a few measure objects in the outside area with a tape measure. Most children count and recognise numbers up to ten confidently.

Most children develop their information and communication technology (ICT) skills purposefully. They use cameras confidently to take photographs of their work and have a good understanding of how to use technology to discover facts. For example, with the help of practitioners, they use the internet effectively to look for information about ladybirds after finding some in the setting and looking at them under a microscope.

Nearly all children work together effectively to find suitable solutions to problems as they play and explore. For example, they find the best way to lay planks of wood to make a walkway and the most effective tools to dig in the soil.

Care and development: Excellent

Practitioners follow a highly effective range of policies and procedures to support them to keep children safe and healthy. Leaders prioritise safeguarding and ensure they follow robust and safe recruitment procedures. They ensure they and practitioners have relevant up to date training that includes child protection and paediatric first aid. Practitioners have a very good understanding of child protection procedures and are fully aware of their responsibilities. They complete detailed records consistently, for example, in relation to accidents, existing injuries, medication,, children's attendance and emergency evacuation drills. Leaders effectively monitor records to enable them to recognise any patterns that may emerge. Practitioners supervise children extremely well and complete risk assessments for all activities and outings. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners successfully promote a healthy lifestyle through following good hygiene practices and ensuring children have many opportunities to be physically active and get plenty of fresh air. Dedicated kitchen staff prepare all meals and snacks, which are healthy and nutritious, freshly on the premises.

Practitioners are calm, caring and respectful in their interactions with children. They develop close relationships and create an extremely supportive environment where children thrive. Practitioners understand children's behaviours very well and they

respond to any issues sensitively and effectively in accordance with the setting's policy. Practitioners praise children warmly and consistently, which has a highly beneficial impact on their self-esteem and their developing understanding of their own behaviour. They listen to children and respond well to their individual means of communication, which supports their development of language and communication skills. Practitioners respect children's wishes and preferences as they learn to follow their own interests. They are excellent role models for children.

Practitioners know children exceptionally well. They gather detailed information about children before they start and offer very flexible settling in procedures. Practitioners have a sharp focus on observation and assessment which they use effectively to plan and provide a range of stimulating activities and experiences they know will attract children and support their all-round development. Practitioners support children's exploration and curiosity extremely well which enables them to learn and develop through their play. They provide a wide range of opportunities for children to learn about other countries and cultures as well as their own wider community through regular outings. Practitioners are highly successful in meeting the needs of all children, including those with additional learning needs (ALN). As a result all children make excellent progress.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Excellent

Nearly all practitioners have a very good understanding of child development and how children learn. They have high expectations of themselves and the children and know children's individual strengths and needs extremely well. They use this knowledge as well as observation and assessment arrangements highly effectively to plan a wide range of stimulating learning experiences that encourages children's curiosity. This develops their independence, problem-solving and thinking skills sophisticatedly across all areas of learning. They take advantage of all valuable opportunities for learning.

Nearly all practitioners use questioning very skilfully to enhance children's thinking and problem-solving skills. This is an outstanding feature of the of the setting. For example, children are asked to think about how to make an outdoor area safe for jumping and rolling. Practitioners use open questions effectively to draw out children's ideas. Practitioners are also very adept at understanding when to intervene, and when to step back to give children time to work things out. For example, they allow children the freedom to examine how things work, such as wheels on toy trucks. They introduce tools and other materials to enable the children to fix problems for themselves.

An outstanding feature of the teaching is the rich language model practitioners provide, developing children's use of vocabulary to a high standard. Practitioners promote the use of Welsh very well for children. They speak clearly and take every opportunity to introduce new vocabulary to children purposefully, encouraging them to respond to simple words and phrases in Welsh. They encourage children to join in singing a range of Welsh songs and rhymes. They use incidental Welsh appropriately to give instructions, greet children and congratulate them when they have done well.

Practitioners provide a rich and engaging learning environment of high quality both indoor and outdoor that inspires curiosity and exploration and allows children to choose independently where they wish to learn. The planning process allows for well-considered activities that enable children to develop a wide range of skills progressively in all areas. Practitioners ensure that most activities are child initiated and come from the children's interests. Practitioners encourage parents and carers to send photographs and information about their children's interests at home to the setting, so they can incorporate these into their planning. For example, practitioners developed children's understanding and knowledge of other cultures by researching places and countries of interest, such as ones recently visited by the children.

Practitioners encourage children to take calculated risks in their play and challenge themselves physically, supporting them to develop their resilience, independence and confidence. For example, practitioners encourage children to be confident and careful when negotiating an obstacle course on bikes and scooters in the outdoor area.

Practitioners are highly skilled at observing play and intervening to support children's learning and to challenge them further to develop their skills. They are excellent role models. For example, they share books with children, model how to read a book correctly and discuss the story with enthusiasm, developing children's love of reading. They respond very well to children's interests such as providing opportunities for children to design a road system on paper after reading about them in a story. Practitioners are attuned to the individual needs of children with a clear understanding of the strategies needed to enable them to make strong progress in their well-being and learning.

Practitioners make good use of the local area to enhance children's learning. They visit the local garden centre to learn about growing plants and use the local library to learn about different types of books. Practitioners ensure that these worthwhile opportunities foster a sense of belonging for the children in their local community as well as enhancing their knowledge about the history and traditions of Wales.

Environment: Excellent

Leaders have developed an environment, both indoors and outdoors, that is of an exceptional quality and provides excellent and challenging opportunities for children. Leaders and practitioners ensure the environment is safe and secure.

They focus keenly on assessing risks across the nursery and this enables children to take part safely in new and exciting experiences. For example, activities such as woodwork and small resources, can be adapted so they are freely available to older children but not accessible when younger children are using the area. Leaders have thorough systems in place for managing access for children and visitors to and from the nursery. Practitioners show a good understanding of safety procedures and consistently carry out daily checks of the environment. They successfully ensure the nursery is always clean, tidy and well set up to facilitate play. Leaders maintain the premises extremely well and ensure they organise all relevant building safety checks.

Playrooms are light and welcoming, and practitioners ensure the environments are interesting and exciting. Rooms for children over two are set up with many stimulating areas such as home corners or exploration areas which provide excellent and inviting spaces for play, learning and exploration. There is plenty of space in all rooms for children to move around freely and independently access and explore toys and resources. Children's creativity is celebrated in displays that show the uniqueness of each child's artwork along with photographs and captions that capture the process of them doing it. Childrens progress, as they move through the nursery, is clear to see. Bathroom facilities support children's growing independence and nappy changing facilities ensure children's privacy is respected.

The outdoor play spaces provide children with exceptional opportunities. There is an outstanding range of equipment and resources that enable children to run, climb, move and develop in all areas of learning. For example, there is a very large physical play structure in one area but also a cosy teepee for snuggling up and looking at books in another. It is extremely well thought out and offers secure areas for the youngest children which are accessed directly from their playrooms. Although older children do not have direct access, they are always able to choose if they want to play inside or outside. In addition to the play area, children have supervised access to a large polytunnel where they learn about growing and where their food comes from and an indoor play barn for when the weather is very poor. The nursery also has two donkeys and two sheep which helps children learn about looking after and respecting living creatures.

Leaders provide an excellent range of high-quality furniture, equipment and resources both inside and outside that include an abundance of natural, sustainable and open-ended materials that can be anything children want them to be. There are plentiful resources and displays of activities that promote diversity and cultural awareness, including an awareness of Welsh culture.

Leadership and management: Excellent

All leaders have high expectations of themselves, practitioners and the children. The setting leader provides excellent leadership for practitioners and has high aspirations for them, empowering them to lead and make decisions in the best interests of the children. This clear vision and ethos has led to excellent teamwork and collaboration amongst practitioners, creating a stimulating and exciting environment for children to flourish.

A particular strength of the leadership is the clear focus on providing high quality professional development for practitioners. They encourage practitioners to reflect on their own practice through regular supervision and appraisal processes and as part of their own daily practice. There are regular worthwhile opportunities for practitioners to work together and to benefit from learning from each other. Leaders also ensure that all practitioners have access to high quality, valuable training opportunities such as Welsh language and responsive planning methodology courses. This approach to professional development ensures that the quality of teaching is of a consistently high standard throughout the setting. As a result, children make very good progress.

Leaders have established very effective self-evaluation and improvement planning processes that consider the views of a wide range of stakeholders. Practitioners have very good opportunities to reflect on what works well and what could be improved and share this information regularly through opportunities such as monthly staff meetings and informal weekly meetings. Leaders also consult with parents regularly to gain their views on the setting and what needs to improve. They use all this information beneficially to plan for improvement.

Practitioners regularly reflect on their own roles, responsibilities, and areas of learning, and feed back their thoughts and ideas to the leaders. This further strengthens the settings self-evaluation processes. For example, identifying the strengths and interests of staff to lead on the Welsh language has enhanced learning experiences for children. They work together very well to identify what works successfully in their individual areas and identify how to enhance and develop them further to improve the provision for children. This leads to high quality provision that develops a wide range of skills, especially children's independence and understanding of how to take measured risks in their play.

Leaders have established highly beneficial partnerships that have a positive effect on the provision and outcomes for children. Practitioners work well with outside agencies including the Local Authority. This has had a positive impact upon the overall progress of the setting and the children in their care. The setting has established excellent links with parents and carers. There are very good procedures for the children's transition from home to the setting and from the setting into school. For example, all parents are invited to join their children in the setting whilst they settle for the first few visits. This enables parents and children to get to know the setting's arrangements and establishes beneficial relationships between parents and practitioners and has a positive impact on children's learning.

Parents report that their children enjoy coming to the setting and participating in the range of experiences available to them. Practitioners are very approachable, and parents are confident that any concerns they may have are dealt with swiftly and appropriately.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A
31 (1)	Regulation 31: CIW were not notified of three new staff members starting employment and others resigning in the last 12 months.	Achieved
	• Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Suitability of workers: the registered person was unable to evidence that all the required information was collated in order to satisfy themselves all staff working with children are suitable to do so through having suitable staff references.	Achieved
	• Regulation 15 of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Statement of Purpose: the registered person was unable to evidence all the required regulatory information was included to ensure parents have all the information required to make an informed decision about the service being provided. Areas which require including are: numbers, ages and gender of children for whom care is to be provided; range of needs of relevant children to be met; services offered; activities; terms and conditions and more information on the admissions policy.	Achieved

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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.

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