Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Jolly Jumpers Day Nursery

Jolly Jumpers Day Nursery
Albert Town
Portfield
Haverfordwest
SA61 1DX

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

09/01/2025

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Jolly Jumpers Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Debra Lewis
Registered places	63
Language of the service	English
Previous Care Inspectorate Wales inspection	11 May 2021
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children are very happy and settled. They have a good voice with ample opportunities to make choices and decisions about how they spend their time. Children enjoy their play and learning and can follow their own interests for large parts of the day. They have appropriate opportunities to develop independence and self-help skills.

Staff have a good understanding of their role and implement policies successfully. They promote children's safety well and consistently support positive behaviour. Staff meet children's needs successfully. They are calm, caring and support children's learning and development well.

The nursery is safe, secure, clean and suitably maintained. Leaders create an environment that is welcoming, child friendly and provides plenty of space for children to move about and play. A range of toys, equipment, and resources both indoors and outdoors promote children's play and learning. Staff also use the local area and outings to further extend children's experiences.

Overall, leaders comply with regulations and the National Minimum Standards. They have a strong vision for the nursery and strive to provide a quality service. Leaders work with and support staff well. They work collaboratively with other agencies, and we received positive feedback from parents for whom the nursery provides extremely flexible care.

Well-being — Good

Children have a good voice. They make purposeful choices and decisions about what they do around the routines of the day. For example, babies freely explore their environment for much of the time whilst older children choose to play tabletop games, draw or spend time outside. Most children communicate confidently with each other and staff in ways which are appropriate for their age and stage of development.

Children are very happy and settled and cope well with separation from their parents or carers. Babies turn readily to staff for cuddles and reassurance at times and children of all ages develop very good relationships with staff. Children become familiar with the routines of the day which helps them develop a sense of security and belonging and contributes to smooth transitions throughout the day.

Children behave well. Younger children play alongside each other as is appropriate whilst older children begin to play together and develop friendships. They benefit from staff who support them well to learn to share, take turns and cooperate with rules and acceptable behaviour. There is a relaxed and happy atmosphere in the nursery that children and babies pick up on.

Children enjoy their time at the nursery and play with enthusiasm. They access a varied range of opportunities which promote their all-round development. For example, they learn physical skills and control as they play outside on the climbing apparatus, scramble over soft play equipment, manipulate playdough or use pencils. Children develop perseverance and concentration as they play games or complete drawings. They also have opportunities to join in with worthwhile adult led activities such as circle and stories times and older children explore their feelings and emotions through a specific programme. However, the balance of adult led to child led activities can at times be uneven, and the content is sometimes not age appropriate.

Children have good opportunities to develop their independence and self-help skills such as helping to tidy up. They receive encouragement to feed themselves from a young age and increasingly manage their own personal needs such as washing their hands and faces and using the bathroom independently as they get older. Learning to do things for themselves successfully adds to their developing confidence and self-esteem.

Care and Development Good

Staff work well to implement the nursery policies and procedures to keep children safe and healthy. Leaders and staff have a good understanding of their responsibilities to safeguard and protect children, although some were less confident in the procedures for reporting concerns to external agencies themselves should the need arise. All staff have safeguarding training which is relevant to their role. They ensure they accurately record the times they and children attend the nursery showing who is caring for children. Staff implement good hygiene practices and suitable procedures are in place to manage children's allergies or health care needs. They consistently complete appropriate records for accidents, injuries children may arrive with and incidents which leaders monitor for patterns. They ensure parents sign these records. There is a system in place to record any medication administered to children. However, this did not include all necessary details to meet the requirements of the National Minimum Standards. Leaders confirmed they have amended their record form following the inspection. Leaders and staff promote a healthy lifestyle. They prepare healthy meals and snacks daily on the premises and staff ensure children have plenty of opportunities for physical activity and to play outside in the fresh air.

Staff interact very well with children of all ages. They are kind and calm when speaking to children and create a relaxed atmosphere. Staff act as very good role models. They use positive strategies to manage any minor issues, which helps children learn appropriate behaviour. Staff praise the children often and this has a positive effect on the children's confidence and self-esteem.

Overall, staff meet the needs of children successfully. They know the children well and engage meaningfully with them in their play and activities. They provide a predominantly play-based provision which allows children to choose and lead their own play and learning. However, routines and planned adult led activities for some age groups can sometimes be overly prescriptive or go on for too long. As a result, a few children become bored and disengage from the activity. Staff introduce Welsh rhymes and vocabulary to children during circle time although we did not hear much incidental Welsh used throughout the day. Staff observe children regularly and track their development. They keep useful records of children's development and share these with parents through an electronic app. Staff are alert to children who may have additional learning needs (ALN) and support them very well. Leaders provide one to one support when needed and ensure staff receive relevant training. They work with a range of other professionals when relevant to support children with complex needs and staff keep comprehensive records. They work very well with parents and other agencies to promote positive outcomes for all children.

Environment — Good

Leaders ensure they care for children in premises that are safe and secure inside and outside. They ensure the front door is locked and they record visitors to the nursery. Leaders have put in place comprehensive risk assessments which they review annually or as needed. Staff, including kitchen staff, complete daily safety and cleaning checks. Safety features such as baby gates and radiator covers are in place. Leaders instigate and record regular fire evacuation drills to ensure staff and children know what to do in an emergency. They ensure relevant building safety checks are up to date. The nursery is clean and well maintained, providing a warm and comfortable environment for children to play and learn.

Playrooms are light and welcoming. The layouts allow children space to move freely and access toys and resources independently. Recent changes to the layout in the two-year-old area has opened up the space, improving the effectiveness of the environment for children. There is now a dining area which children can also use for tabletop activities or tables can be pushed back to provide a place to set up physical activities such as stepping stones and tunnels. Older children have their own space in the newly refurbished building at the back of the nursery. This connects to a recently added large outdoor play cabin with a veranda which makes the best use of a sloping area of the grounds. There is easy access to toilets for older children and suitable nappy changing facilities that allow staff to ensure children's privacy is respected. Although leaders are considering changing the location of the nappy changing area to help improve organisation of the day. There are suitable areas for children to sleep which allow staff to monitor them easily.

There is a good size outdoor play area. It is currently set up predominantly for physical play with a range of climbing apparatus. However, leaders have secured grant funding and are in the process of significantly enlarging and developing this area. The baby room has its own attached outdoor area, but we did not see this in use as maintenance work was being carried out on the day of inspection.

There is a good range of resources and equipment that are of good quality and suitable for the children using them, including for the older children attending after school. They are clean and well maintained. The provision of natural resources and those that children can use flexibly and with imagination is being developed. A few resources support diversity and cultural awareness, following recent training leaders are currently considering developments for this resource base.

Leadership and Management — Good

Leaders have a good vision for the nursery and strive to provide quality childcare that places children at the centre of what they do. They provide an inclusive nursery that offers extremely flexible attendance options which parents value. Leaders have a good range of policies and procedures in place to support the smooth and safe running of the nursery. A suitable Statement of Purpose provides parents with useful information. Overall, required paperwork is in place, organised and monitored successfully.

Leaders are reflective and work well to identify and bring about improvements. They seek the views of parents, staff and children to help them carry out an annual quality of care review which offers some evaluation of their service and identifies areas for improvement. Leaders respond well to ideas to improve the nursery and are using the Quality Framework Reflective Toolkit to help them evaluate their service further.

Leaders implement appropriate recruitment procedures to safeguard children and ensure staff are suitable. However, not all staff files sampled contained all the required documentation. Since the inspection visit, leaders have confirmed they have audited all staff files and ensured all required documentation is available for inspection. Most staff hold suitable childcare qualifications or are working towards them and leaders ensure they keep up to date with mandatory checks and training such as Disclosure and Barring (DBS) checks, safeguarding and food hygiene training. Leaders support staff with induction training and mentoring. Regular supervision and appraisal meetings take place, although targets set could be more purposeful in supporting professional and setting development. Leaders deploy staff well to ensure they meet staffing ratios and as a result meet children's need successfully.

Leaders and staff establish good partnership working with outside agencies such as Flying Start advisers and professionals supporting children with additional learning needs. They develop good relationships with parents gathering all the information needed to meet their children's individual needs before they start at the setting. Although, some records do not have sufficient information about the signs and symptoms of any allergy's children have. Staff keep parents informed about their children's day, and their progress through a variety of means such as verbal feedback at handovers and through an electronic app. Parents we spoke to gave very positive feedback about the service they and their children receive.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
28	The registered person had not completed full suitability checks on all persons looking after the children.	Achieved
16	The registered person had not completed the annual review and report on the quality of care provided.	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 20 - Child protection	Ensure all staff are aware of how they should report child protection concerns directly to relevant authorities should the need arise.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Consider children's routines to enable the time for free play and exploration to be extended.
Ensure details of the sign, symptoms and remedies about children's allergy's and health needs are recorded.
Ensure targets set through supervision and appraisal are purposeful in supporting staff professional development and driving nursery development.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 05/03/2025