

JUMPER 94X94 CM

TPP30105



Item no. TPP30105	
General Product Information	
Dimensions LxWxH	145 x 145 x 37 cm
Age Group	5+
Play Capacity	1 child
Colour Options	●



Bouncing on the small Jumper is one of the most popular activities of the playground. The children will be highly attracted to the immediate response of the Jumper to their movements and jump repeatedly. The small measure of the Jumper makes it perfect as playground "glue", connecting activities when put together in paths. This will support games

like The Ground is Lava. Jumping is a fantastic activity for motor skills such as balance, proprioception and rhythm. When jumping up and down, all big muscle groups get trained. The jumping on and off the Jumper additionally builds bone density. Bone density is primarily built during early youth, so to build strong bones for life, children should take as much

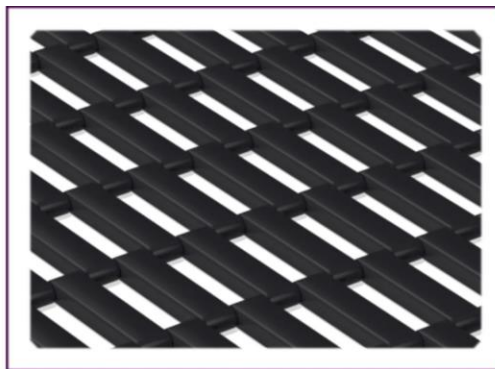
weight bearing activity as they can. There are few ways funnier than the responsive Jumper.

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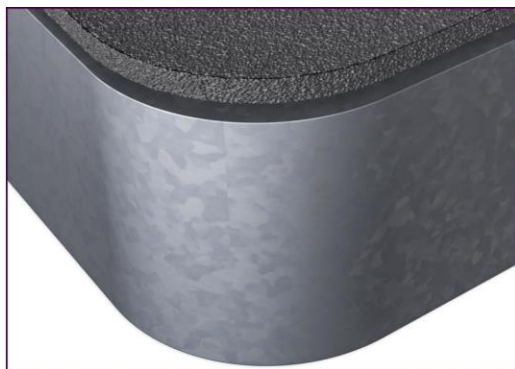
In-ground Jumper manufactured in vandal resistant materials for all year outdoor usage in public spaces e.g. parks, schools etc. All Jumpers must be inspected regularly according usage intensity of the playground.



Durable jumping bed made of special designed components of POM material. The jumping bed is assembled with galvanised steel wire ropes with a diameter of 6mm.



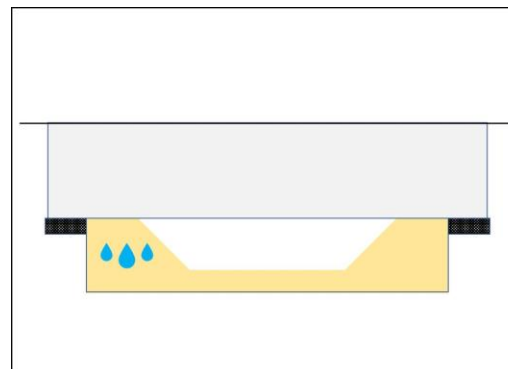
The springs are made of hardened carbon steel with galvanised surface treatment. The special diameter and shape of the spring ensures user scaled bouncing for kids and adults.



The Jumper is supplied fully assembled from factory for easy and quick installation. The in-ground frame is made of galvanised steel plate for long lifetime.



The embedded safety surfacing area around the Jumper is made of EPDM rubber with a thickness of 3 cm. The width of the rubber is 25cm with rounded corners.



The in-ground galvanised steel frame must be supported with pre-casted concrete blocks/tiles all around the frame. Below the Jumper there must be made an area of drained under soil to prevent a water puddle. See installation guide for detailed information.

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Installation Information

Max. fall height	100 cm
Safety surfacing area	13.6 m ²
Numbers of Installers (persons)	2
Total installation time	2
Excavation volume	1.5 m ³
Concrete volume	0 m ³
Footing Depth (Standard)	0 cm
Shipment Weight	192 kg
Anchoring options	In-ground ✓

Warranty information

Galvanised box	2 Years
Jumping bed material	2 Years
Jumper springs	2 Years
EPDM components	2 Years
Spare parts guaranteed	10 Years

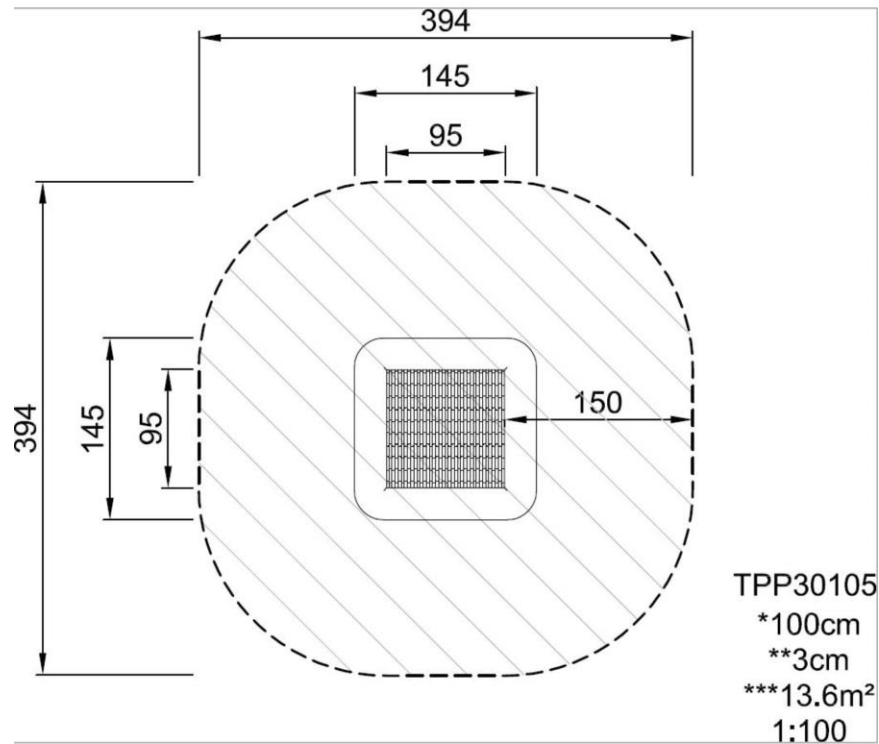


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*Max fall height | **Total height | ***Safety surfacing area

*Max fall height | **Total height



[Click to see 1:100 ratio TOP VIEW](#)

[Click to see 1:100 ratio SIDE VIEW](#)

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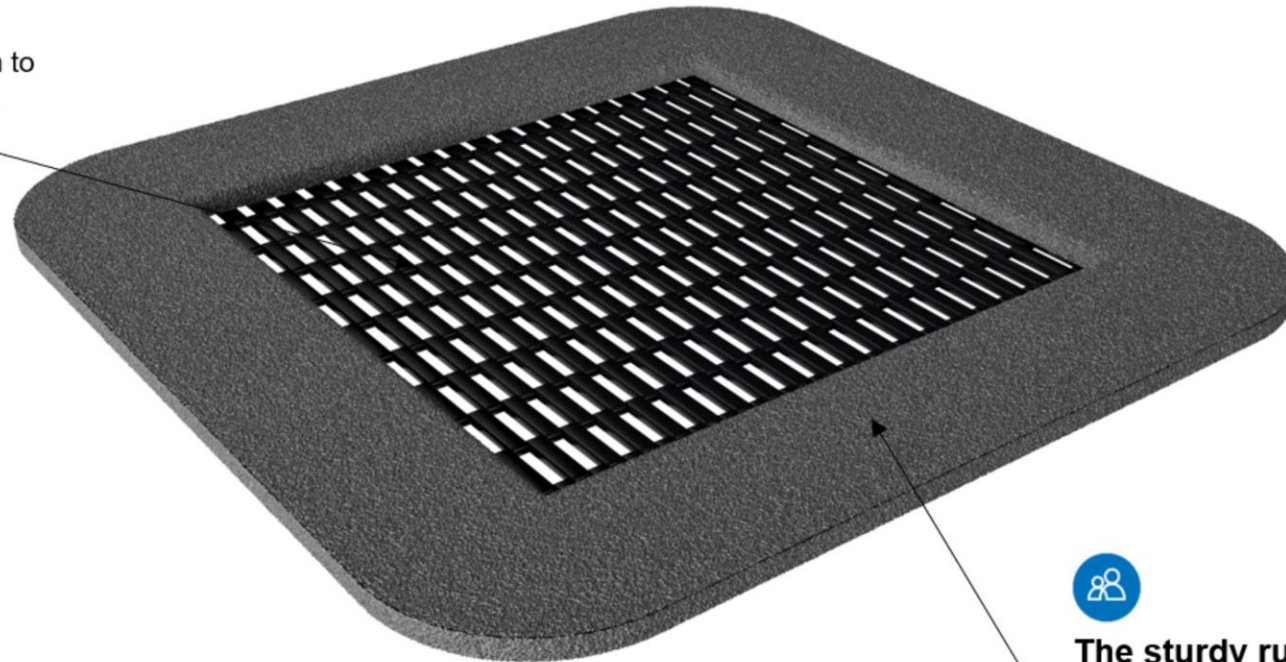
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The bouncy floor

Physical: trains motor skills ABC: agility, balance and coordination, as well as proprioception and rhythm when jumping on and off. Bone density is built when jumping on and off.

Social-Emotional: turn-taking and cooperation skills when timing when to jump in and out, one after the other.



The sturdy rubber edging

Social-Emotional: supports turn-taking skills and cooperation offering a sturdy, yet softer waiting and observing space for children about to enter.

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PHYSICAL

Joy of movement:
motor skills, muscle, cardio
and bone density



SOCIAL-EMOTIONAL

Joy of being together:
teamwork, tolerance and
sense of belonging



COGNITIVE

Joy of learning:
curiosity, understanding of causal
relationships and knowledge of the world



CREATIVE

Joy of creating:
co-creation and experimenting
with materials



BALANCE

To balance is to stay upright when walking or standing on a surface that makes this challenging (e.g. a wobbly, inclined, or narrow surface).



HANG IN ARMS

To hang in arms is the act of carrying the body with the hands or arms, possibly to traverse to another platform or play item.



SENSORY

To sense is the act of taking in information with the sensory system: seeing, feeling, hearing or sensing with the body.



BOUNCE

To bounce is the act of bouncing on a responsive, flexible, elastic or tensile surface.



JUMP

To jump is the act of jumping up or down on a hard surface.



SLIDE

To slide is the act of moving fast downwards seated on a slide.



CLIMB

To climb is the act of moving upwards, cross-coordinating arms and legs, on a vertical or inclined surface or net.



PULL

To pull is the act of pulling an item towards you or you towards an item with one or both hands, or possibly using the entire body.



SOCIALIZE

To socialize is the act of meeting, communicating or cooperating in an activity that stimulates and facilitates social interaction.



CONSTRUCT

To construct is the act of creating new patterns, shifting items or materials to new positions or constructing with materials that can be transformed or manipulated.



PUSH

To push is the act of pushing an item away from you with one or both hands, possibly with the entire body.



SPIN

To spin involves a fast, repeated horizontal or vertical turn of the body on a piece of equipment that facilitates the movement.



CRAWL

To crawl is the movement of moving forwards or backwards, cross-coordinating arms and legs, on a horizontal or slightly inclined surface.



ROCK

To rock is the action of rocking back and forth, or sideways, on e.g. a piece of spring equipment.



SWAY

To sway is the movement of swaying back and forth, or around, lying, seated or possibly standing, in a pendulant or circular movement, e.g. on a hammock or on a rope.



DRAMATIC PLAY

Dramatic play is motivated through play items that stage a frame, place or environment for acting out make believe or role play scenarios.



ROTATE

To rotate involves a vertical or horizontal slower paced turn of the body, facilitated by a piece of equipment.



SWING

To swing is the movement of swinging back and forth, or in circular movement, seated, standing or lying, in an unhindered arc.



GLIDE

To glide is the act of moving from one point to another without shifting the feet, in a horizontal or vertical movement, in a seated, lying or standing position, letting gravity do the work.



RULES PLAY

Rules play is motivated through play items that suggest games-with-rules, cooperation and team work, e.g. tic-tac-toe, timers or ball games.



WONDER

To wonder is motivated through play items that make children need and use their logical, abstract or creative thinking skills, as well as their memory.