



Jack In The Box

Inspection report for early years provision

Unique Reference Number	500109
Inspection date	08 November 2006
Inspector	Patricia Graham
Setting Address	16 Rosina Street, Higher Openshaw, Manchester, M11 1HX
Telephone number	0161 370 6465
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Registered person	Stephen Popoola
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Jack In The Box Day Nursery was registered in 1998. It is a small privately run nursery situated in the Higher Openshaw area of Manchester. The nursery is housed in a converted bungalow in a residential area. A maximum of 31 children may attend the nursery at any one time. The nursery is open all year round except for public holidays and one week at Christmas. The hours of opening are from 07.30 to 17.45 Monday to Friday. There are five playrooms and a safe enclosed outdoor area.

There are currently 39 children aged from six months to five years on roll. Of these, five children receive funding for early education. Children come from a wide catchment area.

The nursery employs 11 members of staff. Of these, seven hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is supported appropriately by staff who take some positive steps to reduce the risk of cross infection. For example, they ensure the toys and resources are regularly cleaned. Older children are becoming independent with their own personal care as they wash their hands with antibacterial soap, sometimes without prompting. However, nappy changing procedures are not always consistent with good practice, which may compromise the health of young children. Children are sufficiently protected from illness because satisfactory procedures are in place for recording accidents and the sickness policy is understood by all staff and shared with parents.

Children are kept well hydrated because they are provided with juice and fresh drinking water, which is available at all times. They learn the importance of healthy eating because they take part in activities and discussions. For example, they name different fruits, which help them grow. Children are provided with wholesome meals and snacks, such as fish, meat and fresh vegetables, which are freshly prepared and well balanced. Staff always consider children's dietary requirements when planning meals and alternatives are offered when required.

Children enjoy a wide range of outdoor activities, which promotes their good health. They benefit from fresh air and exercise through regular trips in the local community. For example, children wrap up warm in their hats and coats as they venture to the park to look at the frost on the autumn leaves. All children engage in regular physical activities in the outdoor play area. They refine their physical skills as they play on wheeled toys and they demonstrated good spatial awareness as they play chasing games with a member of staff. Babies are secure with consistent routines, which are offered throughout the day. For example, sleep patterns and mealtimes are in line with home experiences, which are discussed and agreed with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment. The premises are maintained in a good state of repair and decoration, which provides a relaxing and comfortable environment for the children. There is sufficient space for children to move around freely and careful consideration has been given to how rooms can be organised to support children's play and learning. For example, children are cared for in base rooms according to their ages and stages of development. A good selection of toys is easily accessible to all children and presented at a low level, which positively promotes their growing independence. The nursery has appropriate furnishings, such as travel cots, sleep mats, comfortable seating and low-level furniture, which adequately meet the needs of babies and young children.

Children learn to keep themselves safe indoors through good practice and discussions. They know, for example, to sit down with scissors when cutting 'because it is dangerous', and they take responsibility for their environment as they help to tidy toys away at routine intervals. Suitable fire safety precautions are in place to ensure children do not come to harm. Children's

safety on outings is well considered. Parental consents are completed and low adult to child ratios are maintained, which supports their safety and well-being.

Children are safeguarded because staff have a sound knowledge of child protection issues. They know and understand the possible signs and symptoms displayed by children suffering abuse. An appointed member of the management team is aware of her duty to safeguard children and takes responsibility for liaising with child protection agencies. A child protection policy is in place, which ensures children's welfare is promoted. However, this is not updated in line with the Local Safeguarding Children Board's and does not include clear procedures to be followed in the event of any allegations of abuse.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and content in the care of the supportive staff team. The key worker system works well and increases opportunities for children to develop warm relationships with adults that know them well. This increases their sense of well-being and security. Children are familiar with the nursery routine, which includes regular outdoor play opportunities. At other times children enjoy quieter activities, such as reading stories and drawing pictures. Children are very confident as they enter the nursery and clearly enjoy the company of their friends and adults. They play cooperatively together and develop their creativity as they engage in dressing-up and role play activities.

Staff have recently completed training on the 'Birth to three matters' framework. They use the framework positively to provide new experiences for babies and toddlers. For example, toddlers thoroughly enjoy the texture of paint and take great delight as they mix the colours together with their hands. Babies have fun playing 'hide boo' with a member of staff and they thoroughly enjoy moving their bodies as they take part in singing and dancing sessions. All children experience a suitable range of activities and experiences, which keeps them interested and stimulated. However, they do not fully benefit from having sensory experiences, such as natural materials, because these are not continuously offered.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage curriculum, which they use to provide a suitable range of activities covering all areas of learning. As a result, children are making steady progress towards the early learning goals. Children show an interest in number as they count how many children are present at lunchtime and they show an interest in shape as they cut and colour different objects. However, this area is not consistently reflected in planning or recorded in children's progress records. As a result, staff are unable to fully plan children's next steps to extend their understanding of mathematical development.

Children show increasing independence as they freely select resources and initiate their own play and learning. They enter the nursery with confidence and are familiar with the routine. For example, they actively take part in self-registration as they identify their own name card and place it on the wall, without prompting. Children handle books with care and show a keen

interest in the print as they retell the story in their own words. Children have good opportunities to become aware of the world around. They discuss in great detail the different hair colours and textures of their peers and discuss similarities. Children are very inquisitive as they look closely at spiders. Their interest is extended as staff provided basic equipment, such as a magnifying glass, which allows children to look at the spiders in great detail. However, children do not have access to other equipment, such as information and communication technology (ICT) resources, which limits their opportunities to explore and perform simple functions on ICT apparatus.

Helping children make a positive contribution

The provision is satisfactory.

Children have a good rapport with staff, which helps them feel settled and assured. Their individual needs are met in accordance with parents' wishes and a daily exchange of information is shared, which contributes significantly to their care and well-being. Parents speak highly of the care offered and confidently approach staff to discuss their child's care needs.

Partnership with parents and carers is satisfactory. Staff and parents work well together to meet the children's educational needs. Parents have free access to their child's development file and they receive good quality information about the Foundation Stage curriculum. For example, plans are clearly displayed and photographs of their child involved in various activities keep them updated on their learning and development. Regular letters update parents on current themes, which means they have some opportunities to extend their child's learning at home.

Children's awareness of others is sufficiently promoted because they have some access to toys and resources which promote positive images of society. They behave reasonably well in the setting because they are given lots praise and attention. For example, children beam with pride as they receive brightly coloured stickers as a reward. Their opinions are valued and respected as staff actively listen to what they say and do, which increases their self-confidence. Children's spiritual, moral, social and cultural development is fostered. Although children respond reasonably well to some of the techniques used by staff, the management policy is not always implemented because staff are unfamiliar with the policy. This means behaviour is not always managed consistently.

Organisation

The organisation is satisfactory.

Children are cared for in required ratios, which positively supports their learning and development. The nursery is well organised and a good range of activities provides children with different play opportunities. Staff are well deployed and they consistently interact with the children to give them effective support and encouragement, which helps them feel safe and secure.

Leadership and management is satisfactory. The management team are committed to developing staff through relevant training. This has a positive effect on children's care and learning. The

staff understand their roles and responsibilities in developing children's learning and work well with support from the Foundation Stage Consultants. As a result, children are making steady progress towards the early learning goals. However, the nursery does not yet have effective systems in place to fully monitor the delivery of the Foundation Stage curriculum. As a result, gaps in planning are not always identified.

Children benefit because staff have a sound understanding of the nursery policies and procedures. Most documentation is in place, in line with the requirements of the National Standards. This adequately supports children's health, safety and well-being. Overall, the provision meets the needs of the range of the children for whom it provides

Improvements since the last inspection

At the last inspection the provider agreed to: increase staff's knowledge and understanding of the Foundation Stage curriculum; improve partnership with parents to ensure they are fully informed about their child's progress; develop systems for monitoring and evaluating the educational provision; provide regular opportunities for babies to benefit from fresh air; ensure that staff are informed and aware of the importance of good hygiene practice with regard to feeding bottles and dummies; make sure all accident records are signed by parents; make the carpet in hall area safe; plan a suitable range of activities for children; and increase resources which promote equality of opportunity.

There has been sufficient improvement in the delivery of early education, since the last inspection. Staff have gained knowledge and understanding of the Foundation Stage curriculum, which they use to provide some interesting activities and experiences for children. Children's progress reports are available to parents, which keeps them up to date with their child's learning and development. The management team have some strategies in place to evaluate the delivery of nursery education and receive additional support from the Foundation Stage Consultants. These improve the quality of education provided.

Children benefit because staff use their knowledge from recent training, on the 'Birth to three matters' framework, to provide children with new experiences, which includes regular outdoor play opportunities for babies. Accident records are now signed by parents and the carpet area in the hall has been made safe. The nursery has some resources in place which reflect positive images of diversity. This promotes their understanding of the wider world. Staff have some good systems in place to promote children's good health. For example, children relax on comfortable seating and dummies and bottles are sterilised. These steps ensure that children's care, safety and well-being are enhanced. However, further improvement is recommended to ensure nappy changing procedures promote children's good health.

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 complaint record may contain complaints other than those made to Ofsted.

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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):

- improve nappy changing procedures to promote children's good health
- ensure the child protection procedure is updated in line with the Local Safeguarding Children Boards and includes clear procedures to be followed in the event of an allegation against a member of staff
- increase opportunities for babies and young children to explore natural materials to develop their senses
- ensure the behaviour management policy is understood and fully implemented by staff.

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):

- develop staff's planning of nursery education, to ensure children take part in planned activities to promote their mathematical awareness and problem solving
- ensure children have regular opportunities to use ICT and/or programmable equipment to promote their learning about technology
- develop systems for monitoring and evaluating the educational provision.

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