



Jack in The Box Day Nursery

Inspection report for early years provision

Unique Reference Number	508560
Inspection date	20 November 2006
Inspector	Josephine Ann Northend / Ann Doubleday
Setting Address	2 Beverley Road, Saltersgill, Middlesbrough, Cleveland, TS4 3LQ
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Registered person	Susan Boyd & Irene Watson
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 opened in 1997 and is operated by joint private providers. It operates from four childcare rooms in converted premises in the Saltersgill area of Middlesbrough. The nursery serves the local area.

There are currently 37 children on roll. Of these, six children receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with physical disabilities and those that speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07.00 until 18.00.

There are 16 staff working with the children. All staff have childcare qualifications and two are currently working towards further qualifications. The setting receives support from the local

authority. The setting has achieved the Investors in People award and has completed the Forming Firm Foundations quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have regular opportunities to play outdoors. There is some outdoor equipment readily available to them, for example, sit and ride toys, water, and hoops. Children can rest or be active according to their daily routine. All staff have appropriate first aid certificates and there are clear sick children and accident procedures in place. Consent has been gained from parents for seeking any necessary emergency medical advice or treatment. Written consent is obtained from parents for the administration of medication and a record is kept of times it is given, however, parents do not always sign to acknowledge the entry. This means children's health needs are not always fully met.

The nappy change areas are well organised with individual baskets for each child and staff use protective aprons and gloves for nappy changing. Individual sheets and blankets are used for sleep time, this prevents cross infection. Most children are encouraged to follow appropriate personal hygiene routines as they wash their hands before meals and after using the toilet. Older children are beginning to understand the reason why they need to do so. However, children arriving from school nursery do not always wash their hands before lunch. This does not fully promote good hygiene practices.

Children receive a satisfactory range of meals that include fresh fruit every day. However, the menu is not sufficiently varied and does not always fully promote healthy eating. Drinks are readily available throughout the day for toddlers and babies, however, they are not readily accessible in the other two group rooms. This means these children may not have sufficient drinks throughout the day. Staff work appropriately with parents to ensure they are aware of and meet any special dietary requirements.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are warm and welcoming. Children are organised into group rooms according to their age and ability. Children move around freely while easily accessing a range of furniture and equipment that is mostly developmentally appropriate, however, a handbag used in the room for children aged one to two years is not age appropriate and presents a strangling hazard. The toys and equipment are mostly clean and well maintained. Resources are suitably organised in child-height furniture to encourage independent access. The book areas are particularly inviting to the children with comfortable child-sized furniture and a good range of books that are of interest to the children. This means they are used well.

The security of the premises is good. There are clear lost and uncollected child policies in place and a visitor's log is used well. Fire procedures are displayed and practised regularly. Risk assessments are completed and identified risks in the building are minimised, however, one of

the outdoor play areas is not checked prior to use and it contains many pieces of broken glass. This means children are not fully safe when playing outside.

Clear child protection procedures are in place which include procedures to be followed in the event of an allegation against staff. Relevant training has been accessed by staff and they are confident about their roles and responsibilities in the event of a concern. This means children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy at nursery and settle well. There is a key worker system in place and children are grouped appropriately. They are confident communicators; holding conversations for extended periods of time. This is well supported through good adult-to-child interactions. Older children are collected from school nursery. They arrive happy and are integrated well within the pre-school room. Children have positive relationships with staff and each other.

Children have access to a good variety of activities that are generally well planned by staff. Plans for younger children incorporate the 'Birth to three matters' framework. Staff have a good understanding of the framework and have received relevant training. They are implementing the framework well, for example, children participate in many creative experiences. Babies are settled and they relate well to staff within their rooms.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage curriculum. Activities are planned by the pre-school leader and link clearly to the six areas of learning. Focused activity sheets include learning intentions, key vocabulary, resources needed and some differentiation. Staff are beginning to use these to inform future planning, but, they are not yet fully developed leading to some lack of challenge for older and more able children. Planned activities cannot always be carried out as staff have not made sure resources are available and some focused activities are not always delivered sufficiently well to cover the learning intention and offer appropriate challenge. Assessment records are completed regularly and children's progress linked to the stepping stones, however, this information is not dated to clearly show children's progress.

Children are confident and motivated to learn. They show curiosity and interest in the activities available. Children are polite and generally well behaved. They are beginning to share and take turns. Children have good relationships with staff and generally good relationships with each other. They are beginning to show some care and concern for others, for example, as they help younger children to put on their coats. Children know and understand why they need to wash their hands and they have some opportunities to develop their self-care skills, for example, putting on their own coats and dressing up clothes and helping to set their own place at the dinner table. They are helped to pour their own drinks as the jug is too big for them to manage on their own and they do not always dispose of tissues appropriately. Children explore a variety of natural materials and the local environment. They are beginning to develop a sense of time, for example, as they ask for five more minutes before tidy up time. They are developing their

understanding of other cultures and the world around them, through activities, displays and visitors to the setting.

Children are developing good communication skills, they communicate well with staff and each other, holding conversations for extended periods of time. They confidently join in with familiar nursery rhymes, however, they are offered insufficient opportunities to link sounds to letters during the nursery day. Children use books confidently, they select them to read on their own and to share with others. They handle the books well and turn the pages correctly. They listen attentively to stories and recall events from the narrative. Children hold pencils correctly and form recognisable marks. Older children can write their own names, but, name cards are not readily accessible for them to use to copy their names from. Mark making is extended well into other activity areas in the room. A self registration system is in place, however, the cards offer no differentiation as they are all the same. They are located in the entrance, therefore, staff cannot use them easily to assess if children recognise their own names from them.

Children use a computer confidently and control the mouse well while completing a simple programme. They count reliably to five and beyond by rote, for example, how many bears into a pot. Children are beginning to recognise some numerals and know the difference between numbers and letters. They use some problem solving, however, it is not fully extended in order to offer older and more able children sufficient challenge. Children recognise and name some shapes, and are beginning to use size and positional language appropriately. They construct with a purpose in mind, for example, as they build houses. Children are beginning to recognise and name many colours and have good access to a variety of creative materials. They use their imagination very well in role play. Children sing spontaneously throughout the day and have access to musical instruments each week. They have regular opportunities to play outside in order to develop their large physical skills, for example, they use sit and ride toys, hoops and large construction bricks confidently. Children develop good levels of hand-eye coordination as they thread beads, complete jigsaws and use small tools, such as pencils and paintbrushes skilfully. They are developing a sense of space as they sit together on the mats at story time and manoeuvre vehicles outside.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the setting. They access a good range of activities and resources which increase their awareness of diversity and they develop a positive attitude to others. Children learn about the local community as they take part in outings and receive visitors to the setting. The nursery has appropriate procedures in place to support children with physical disabilities. The named co-ordinators have completed relevant training. Children's individual needs are not always well met as the nursery uses buggies for most children at sleep times, this is not always appropriate. Care plans are not updated as children's needs change and their individual needs are not sufficiently considered at this time. Children who speak English as an additional language attend the setting, however, staff are unaware of what their first language is.

Children are generally well behaved and they are encouraged to use good manners. There is a clear behaviour management policy in place and staff use positive methods for managing

children's behaviour. Children are supported well by staff and given clear explanations as to why they should not do something. They receive good praise and encouragement. This means children's spiritual moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Children benefit from the working relationships staff have developed with their parents. They are happy with the care their children receive. Information about the child's individual needs is sought from parents before the child starts and verbal discussion is shared each day. Parents receive regular newsletters and there is a parents' notice board in the entrance. They receive written details about the setting, however, parents do not receive written information about the curriculum and are not involved in the initial assessment of their child in the Foundation Stage. Although parents receive a written report about their child's progress as they are leaving the setting, they do not have regular formal updates during the time they attend the nursery. The setting's policies and procedures are accessible to them. They include details of how to complain to the regulator, should they need to do so, however, the regulator's address is not included.

Organisation

The organisation is satisfactory.

Staff plan an appropriate range of activities for the children and there is a daily routine in place. However, staff are not always well organised, for example, resources are not always available to carry out the planned activities. Space indoors is used well to cater for all the children's play needs. This means children are able to move around independently. There is a key worker system in place and adult-to-child ratios are correctly maintained. There are clear staff recruitment procedures in place and all staff have been appropriately vetted.

There are detailed policies and procedures in place and they are available to parents. There are some systems in place for the sharing of information with parents about the service and their child's activities. All required documents are available and they are stored confidentially.

Leadership and management of the nursery education is satisfactory. All staff have early years qualifications and up to date first aid certificates. The manager identifies staff training needs and encourages staff to attend relevant training opportunities. The knowledge gained by staff is used to further support children's care and welfare. Staff's experience and knowledge of the Foundation Stage is sound, however, children do not always receive appropriate challenge. There is a staff appraisal system in place and the management observe staff practice. Full staff meetings are held regularly and the staff work satisfactorily as a team. The management strive for continuous development of the nursery, however, the monitoring and evaluation of the setting is not sufficiently robust in order to fully identify the strengths and weaknesses of the nursery education and to fully meet all children's individual needs.

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 ensure children can access soap for hand washing and make fresh drinking water accessible to the pre-school children throughout the day. The

provider also agreed to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and to develop staffs' understanding of the early learning goals to ensure that children gain the most from all nursery activities across the curriculum.

Children can now access soap for hand washing. This develops their independence and promotes their good health. Drinking water is available to the pre-school children, however, it is not easily accessible for children aged between one and three years. This means younger children may not have sufficient drinks.

Children have good access to activities and resources that promote equality of opportunity and anti-discriminatory practice. This develops their understanding of the wider world. Staff's understanding of the early learning goals has improved, however, not all activities are delivered sufficiently well to fully challenge the older and more able children.

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

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The quality and standards of the nursery education are satisfactory.

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 hygiene procedures for older children by consistently encouraging them to wash their hands before meals
- further develop medication recording systems to ensure parents always sign to acknowledge when medication has been administered
- assess the risks to children in relation to use of the outdoor play area and the age appropriateness of play equipment and take action to minimise these
- consider children's individual needs and make sure they are appropriately met particularly in relation to sleeping arrangements.

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):

- make sure resources are readily available and methods used for teaching are further developed to ensure learning intentions are met
- further develop the use of assessment to inform planning in order to ensure appropriate challenge for older and more able children
- improve partnership with parents by involving them in the initial assessment of their child in the Foundation Stage; providing them with written information about the curriculum and regular formal feedback about their child's progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk