



## Jack In The Box Playschool

Inspection report for early years provision

<b>Unique Reference Number</b>	120078
<b>Inspection date</b>	20 March 2007
<b>Inspector</b>	Patricia Jane Daniels
<b>Setting Address</b>	Parish Hall, Green Street, Sunbury-on-Thames, Middlesex, TW16 6RN
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<b>Registered person</b>	Jack In The Box Playschool
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Jack in the Box Playschool opened in the 1960's and is committee run. It operates from a Parish Church Hall situated in Lower Sunbury. There are two rooms in the hall building, kitchen facilities, toilets and a small fenced outdoor play area adjacent to the building and the car park. The group serves families from the local community and surrounding areas.

There are currently 33 children aged from two years to four years old on roll. This includes 18 funded children. Children attend for a varied number of sessions.

The group opens five days a week during term time only. Sessions last from 9:00 to 12:00. The group does not offer meals.

A total of seven staff work with the children on a full or part time basis. The majority of staff have a recognised early years qualification. Six members of staff hold a current first aid certificate. The group receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about good hygiene through themed activities and effective daily routines. They understand the importance of washing their hands before eating, stating 'because they are dirty, because of germs'. The sick child policy ensures that contagious children are excluded, to minimise the spread of infection. Staff warn parents about symptoms of childhood illnesses within the group, so that they can monitor their children. Written parental consent for medication ensures that children have appropriate treatment, in line with parents' wishes.

Children receive a drink of milk or water and a healthy snack during the session. They help themselves to a selection of fruit, which gives them options and helps them to develop a healthy diet from an early age. Drinking water is freely available, so that children can help themselves when they are thirsty. This helps them to consider their personal needs, and encourages independence.

Children play outside in the fresh air every day. Many are able to put on and fasten their own coats. They enjoy playing parachute games and watching the wind blow the ribbons they hold. This generates much excitement and the children run around, giggling and waving their ribbons. Children enjoy a range of activities that develop their physical skills. They crawl through tunnels, climb up the climbing frame and try a variety of ways to slide down. They use a variety of equipment, such as scissors, crayons and pencils in everyday activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children play in a large hall, which is laid out to provide a variety of activity areas. There is plenty of space for children to move around freely. A smaller room adjacent to the hall is used for group work during the second half of the session. Displays of children's artwork and activities make the hall welcoming for children and their parents.

A written risk assessment is in place and steps are taken to keep children safe. For example, all toys and equipment are checked to be safe and suitable. The main door remains locked to prevent access by unwanted visitors or children and a low-level fence keeps children contained in the outside play area. However, some areas of the hot radiators are unprotected and present a potential risk. Fire drills are held every half term, but this is not frequent enough for all children to experience. Themed activities help children to develop an awareness of safety for themselves.

Staff have a good knowledge of the indicators of abuse and know the procedures to take if they have concerns. They understand their responsibilities to protect the children in their care. This promotes and safeguards the welfare of the children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and confident. They enjoy positive relationships with their peers and with the staff. The staff use the Birth to three matters framework to aid their planning for the younger children. This ensures that activities are age appropriate, so that children can achieve and feel good about their success. For example, the younger children enjoy looking at their faces in mirrors and then they make collages on paper plates. The staff support the children's choices of materials, so that the children can follow their own creative ideas. As a result, the children are absorbed and enjoy making 'a smiley face for my Mummy'. Staff mainly select activities presented for the children; there are few opportunities for children to self-select from other resources. However, activities are changed throughout the session to keep the play provision fresh and interesting.

### **Nursery Education**

The quality of teaching and learning is good. Staff plan learning opportunities that promote all areas of the Foundation Stage curriculum. They regularly record their observations of children's abilities to identify the next steps in their learning. Staff follow the children's lead and give them opportunities to follow their own ideas within the activities, so that the children can explore their interests. Staff talk with the children about what they have done at a later stage during the session. This reminds the children of the previous activities and consolidates what they have learned.

Children are becoming aware of the expectations for behaviour within the group. They enjoy listening to stories and join in enthusiastically with 'the very hungry caterpillar'. They speak freely about their interests and experiences. The use of 'Jolly Phonics' helps children to match sounds to letters. Many children can write their names correctly. Daily routines include opportunities for children to practise their counting during number songs and at story time. However, use of calculation within everyday routine is limited.

Children create a map of their town and identify features such as the fire station and the pre school. This helps the children to develop understanding of the local environment. They complete computer programmes with confidence. They learn about the natural world through first hand experiences, such as visits from the mobile farm and by planting bulbs in the garden containers.

Children explore the effects of mixing different colours of paint and enjoy making collages. They explore the sounds made by musical instruments and tap out simple rhythms. They use their imaginations during role-play and enjoy playing imaginatively with their peers.

## **Helping children make a positive contribution**

The provision is good.

All children are treated with concern and respect by the staff. There are resources such as books and small world toys that reflect the diversity of society. Children celebrate different festivals and learn about each other's cultures. These actions encourage children to develop a positive attitude towards diversity. There are good systems in place to support children who have learning difficulties. Staff identify any concerns promptly and liaise with parents and outside agencies to ensure children's needs are met.

Children learn that it is kind to share through explanations and encouragement from staff. This helps the children to be caring towards each other. Children are praised for their achievements and for helping, to endorse their behaviour. Sometimes they receive stickers as a reward, which prompts parents to talk about what their children have done well. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are happy with the service provided by the group. New parents meet their children's key workers and spend time at the group helping their children to settle. Parents receive a brochure about the group, which outlines aspects of the provision, such as the policies and procedures and the Foundation Stage curriculum. Parents' sessions are held, when information about children's achievements and progress is shared formally. Staff make time for general conversations with parents every day. This sharing of information promotes continuity of care for the children and promotes their progress towards the early learning goals.

## **Organisation**

The organisation is good.

Staff plan and organise the resources for the children's benefit. The key worker system and deployment of staff ensures that children receive good support. New staff undertake checks and induction to ensure that they are suitable to work with children. Regular appraisals identify staff training needs and attendance at regular training courses is encouraged. This keeps staff up to date with current good practice. Regular meetings keep staff informed of any changes within the group.

Regulatory requirements are met and all documentation is in place and well maintained. A range of policies and procedures informs and supports the effective daily routine within the group. The provision meets the needs of the range of children for whom it provides.

Leadership and management are good. The supervisor works with the committee to share responsibilities appropriately. She builds links with the local schools to help the children's transition into formal education. The supervisor identifies areas for improvement within the provision. She monitors the quality of the children's education and supports and guides staff in their delivery of the Foundation Stage curriculum. As a result, the children's progress towards the early learning goals is promoted.

### **Improvements since the last inspection**

At the previous inspection, Ofsted requested that the provider should make a number of improvements. Staff change children's nappies as needed and do not call parents to do this. The group now provides sufficient low-level tables and chairs for all children to sit comfortably. The committee are provided with written information about their roles and responsibilities. These actions have improved the quality of care for the 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.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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 the steps taken to minimise risks to children, with particular reference to the frequency of fire drills and access to hot radiators
- improve the opportunities for children to select resources for themselves (also applies to nursery education).

#### **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):

- improve the opportunities for calculation in everyday situations.

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](http://www.ofsted.gov.uk)