



Jack in the Box

Inspection report for early years provision

Unique Reference Number	140855
Inspection date	07 March 2007
Inspector	Elizabeth Juon
Setting Address	Scouts Headquarters, Clay Lane, Wendover, Aylesbury, Buckinghamshire, HP22 6NS
Telephone number	01296 696404
E-mail	
Registered person	Jack in the Box
Type of inspection	Integrated
Type of care	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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Jack in the Box Pre-school opened in 1994. The group operates from the Scout Hut in Wendover. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 12.00 term time only. All children share access to a secure outdoor play area.

There are currently 33 children aged from two to under five years on roll. Of these 27 children, receive funding for nursery education. Children attend from the local community and surrounding villages.

The pre-school employs seven staff. Of these, three of the staff, including the two supervisors, hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children do well because the staff follow effective policies and procedures, which meet the children's nutritional, health and physical needs. Their first-rate support and guidance helps children gain a thorough understanding of hygiene and a real desire to become increasingly independent in their personal care. For example, children independently and enthusiastically wash their hands at appropriate times with little adult intervention. They use paper towels to dry their hands minimising the possibility of cross infection. Children, who are unwell, do not attend the pre-school, preventing the spread of contagious ailments. Children receive appropriate treatment if accidents occur as all staff have first aid training and the first aid boxes are well stocked and easily accessible. The accurate records of accidents promote children's welfare effectively. However, the medication record does not name the medicine given or remain confidential for each child and not all parents have given their consent to seek emergency medical treatment.

Children develop a positive attitude to physical activities as part of their daily routine. They have regular opportunities to increase their balancing, climbing, riding and ball skills playing in the secure outdoor area.

Children thoroughly enjoy fresh fruit and toast at snack time and gain social skills when helping to serve the milk and food. Children have their dietary and nutritional needs met very well. Children knowledgeably talk about 'healthy' and 'unhealthy' foods with the staff and this effectively reinforces their understanding of a healthy diet.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have sufficient space to move freely, and great emphasis is given to making sure the environment is welcoming for children to aid their development. The staff show a great deal of commitment, expertly setting out the room each day. The room has defined spaces such as, reading, writing and art and craft areas. The children move from one area to another choosing equipment and activities independently. The outside area is an asset and provides an extension to children's learning throughout the week.

Children have easy and safe access to good quality age appropriate toys and equipment, which the staff check and clean regularly. Toys are well sorted, stored and easily accessible by the children to encourage choice and independent decisions.

Children play and move around safely in the setting. The risks of accidental injury are skilfully minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. Children benefit from effective safety measures in place for example, staff monitor the front door and visitors sign in. Children are beginning to learn some sense of responsibility and knowledge about how to evacuate the premises safely though the regular fire drill practices.

Children's welfare is a priority. The staff have a satisfactory understanding of child protection issues to safeguard children should concerns arise. Parents are informed of the action that will be taken in the event of a concern through the written policy statement and current information available. However, the new written policy statement lacks information on the Local Safeguarding Children's Board and the procedure to follow should allegations be made against staff.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time in the setting. All children arrive happy and eager to participate. They are animated and enthusiastic as they make choices about their activities. Children achieve extremely well because the staff are skilled and use their considerable understanding of early years guidance to provide high quality care and education to the children. When children start, the staff find out about their skills, interests and needs and build on this information effectively to help children achieve as much as they can. A flexible approach to planning and an excellent balance between adult-led and child-led activities allows children to learn at their own pace. The key workers for children under three have knowledge of the Birth to three matters framework and use it in planning activities for children under three. This ensures that activities meet the individual needs of the children so that each child makes excellent progress. Children's achievements are celebrated and documented in each child's individual developmental progress file. Relationships at all levels are excellent. Children's care is significantly enhanced by efficient and effective organisation of the session's routine to promote children's wellbeing and support and develop their potential.

Nursery Education

The quality of teaching and learning is outstanding and consistently challenging for children. Children are making excellent progress towards the early learning goals. Staff understand children's needs and provide a wide range of interesting and stimulating experiences to move them on to their next stage of learning. Staff have a secure knowledge of the Foundation Stage and use this well to plan the curriculum. Access to very good resources and interaction from the adults sustains children's interest and successfully enables them to develop their play. Children are allowed to experiment in their own way, in their own time. For example, children choose the items they need to construct a car with Big Builder and then follow the diagrams to succeed in the task. The resources are easily accessible and children become independent for example, collecting their own puzzles, completing the task and putting away. The activities are linked to a theme and to a stepping-stone; in conjunction with observations of children and their individual play plans, this promotes children's individual learning.

Children have abundant opportunities to develop their creativity and imagination through arts and crafts, role-play and dressing up. Staff provide an environment that reflects the background of the children and the wider community. Parents help too by responding to requests for knowledge of different cultures for example, providing artefacts from Australia. Children use the electronic games with confidence and learn about technology in every day use such as, listening to a story tape through headphones. Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences.

Children are friendly, helpful and cooperative. They tidy away, help serve at the table and collect milk and fruit. They are developing useful social skills and staff act as good role models for the children. Children use a range of small equipment with increasing dexterity and for the correct purpose such as, scissors. Outside they are developing physical skills such as, running and hitting the ball with a bat. The garden is used to its full potential to enable children to balance, throw, run, pedal and manoeuvre along the marked pathway. The children respond when the bell rings, fold their arms, stand still and respond when the adult calls their name. This improves their control of their body and listening skills.

Skilful and effective use is made of time and resources during the session to include aspects of all areas of learning giving children opportunity to learn numbers, recognise letters and sounds, enjoy books, sing and dance. Children are improving their emergent writing skills and handwriting and can recognise their written name. Children have good access to the written word and understand that print carries meaning.

Staff use a variety of teaching methods to help children learn, they ask questions that make children think. The key workers use an effective system to observe, monitor and record children's achievements in their development files, and to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is good.

Children easily access age appropriate resources provided by the staff and make choices. Children have opportunities to learn about themselves, each other, the local community and the wider world through planned activities, celebrating festivals, posters, and talking about their home life. For example, children have been introduced to the Chinese New Year celebration, including making lanterns and eating with chopsticks. Children have access to resources such as, puzzles, dolls and a very interesting range of books that reflect positive images to support their learning.

There are good procedures in place to enable the staff to support children with learning difficulties and disabilities although none currently attends the pre-school.

Children are beginning to learn what is right and wrong, have good manners, take turns and cooperate. Staff reinforce positive behaviour management with praise and encouragement. Children are beginning to learn valuable social skills such as sharing. They enjoy each other's company and play together closely, developing relationships. The staff provide good role models by being kind and friendly and children respond well to them. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. This excellent partnership contributes significantly to children's wellbeing in the setting. The staff actively seek parents' views about their children's needs and interests before their child starts at the setting, and on a regular basis throughout their time in the nursery. Parents receive information about the setting and the Foundation Stage curriculum; they have access to policies and procedures and other information on the notice board. A newsletter goes out to parents and provides information on topics. Parental involvement in children's education is actively encouraged such as, providing

items from home for the themed activities. Staff ensure that all parents know how their children are progressing and developing through verbal exchanges and the use of the development file. These steps ensure extremely effective continuity of care for the children. Parents attend a variety of events during the year such as the Christmas celebrations and parents' morning. Parents spoken to at the inspection are of the opinion that their children are making very good progress and showed delight at the knowledge the children are acquiring.

Organisation

The organisation is good.

Children's care and enjoyment is enhanced as the premises are well organised and there is sufficient time for children to complete their self-chosen activities. Indoor and outdoor space is set out to provide appropriate play and learning opportunities for children. Staff set up and clear away activities each day but no time is lost and the well practised change over mid-morning does not interfere with children's learning. The adults are attentive to the children's needs and provide a child-friendly environment. This contributes to children's enjoyment, achievement and ability to take an active part in the setting.

At every session, half the staff hold appropriate childcare qualifications and maintain high ratios to give children ample support and attention, contributing to their wellbeing. The staff team have the opportunity to update their knowledge and skills through training sessions. Vetting, recruitment and induction procedures are fitting to ensure staff are suitable to work with the children.

The operational plan works in practice and record keeping systems promote children's health, safety, welfare and individual needs. The registration system provides a clear indication of staff who work in the group and it is completed as children enter the room to provide an efficient roll call in an emergency. Documentation is regularly reviewed to keep abreast of current regulation, although some information is missing from the child protection policy and medical record.

Leadership and management of the nursery education are outstanding. Staff have a broad knowledge of the Foundation Stage curriculum and effectively put this into practice to benefit the children. Staff members are aware of roles and responsibilities and key worker systems ensure children's individual development is fostered. Systems to evaluate the provision and children's progress are successful. Consequently, there is sufficient planning and the activities have a proper focus. Systems are in place to monitor and evaluate the nursery education and staff performance. This ensures staff are proactive in making changes that have a positive consequence on children's development. Staff systematically maintain children's developmental records to a high standard to record children's achievements. These are used to inform future planning to meet children's individual needs. As a result, children are making excellent progress towards the early learning goals. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Care inspection the pre-school were asked to update policies and provide procedure for lost and uncollected children, develop child protection procedure to include procedure if allegations made against staff and ensure that there is a system in place to review the effectiveness of safety measures.

Improvements have been made which include risk assessments to ensure the safety of children in the setting. However, although there is a child protection policy and procedure in place with current information it still requires more content to clearly include the procedure to follow if allegations are made against staff and to ensure it complies with the Local Safeguarding Children's Board.

At the last inspection of Nursery Education the pre-school was asked to plan and organise activities to provide children with the opportunity to develop early reading skills.

To encourage children to develop early reading skills the pre-school regularly use the library to provide a varied selection of books and have bought story tapes and focused on getting books that children can join in with and remember the story for example, the repetitive Billy Goats Gruff. These measures improve children's interest in looking at books.

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 outstanding.

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):

- ensure medication records are confidential and all parents give consent for emergency medical advice and treatment

- ensure that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB) and clearly states the procedure to follow if allegations are made against staff; ensure staff undertake child protection training to update their knowledge

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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