

Jack-in-the-Box Pre-School Nursery

Inspection report for early years provision

Unique reference number	EY277232
Inspection date	08/12/2008
Inspector	Bridget Copson
Setting address	St Bernadettes Church Hall, 46 Draycott Road, Bournemouth, Dorset, BH10 5AR
Telephone number	07970 377425
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Jack in the Box Pre-School Nursery opened in April 2004. It is privately owned and operates from a church hall in Ensbury Park, Bournemouth. The nursery operates from the main hall which is accessed via the ground floor. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is registered to provide care for a maximum of 26 children between the ages of two to eight years. There are currently 35 children in the early years age group on roll. The nursery is open from 09:00 to 12:30 Monday to Friday with the option of a lunch club until 13:30 every Tuesday, term time only. The group employs a team of seven staff, most of whom hold or are working towards appropriate early years qualifications. The setting has established links with the schools and other agencies involved in children's care and learning.

Overall effectiveness of the early years provision

Children's individual needs are met closely and consistently through the excellent partnerships with parents and others carers and the provision of a very safe and secure environment. Links with external agencies are successful in ensuring any additional needs are met to include all children fully. Staff support children well and create an enabling environment to promote independent play. As a result, children are making good progress in their learning. The setting has some systems in place to promote on-going improvements in outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure assessment systems are used more effectively to further promote children's on-going progress
- improve the systems for evaluating all aspects of the provision to ensure current weaknesses are identified and addressed to improve outcomes for children.

The leadership and management of the early years provision

The setting maintains comprehensive policies, procedures and records to ensure the safe and effective management of the provision and that children's needs are met efficiently. Robust employment and vetting procedures ensure staff's suitability is assessed thoroughly. Annual appraisals and training opportunities further develop staff's knowledge and supports them in meeting children's needs. The staff have addressed recommendations raised at previous inspections successfully to improve aspects of children's development. They have some systems to monitor and assess the quality of provision, such as quality assurance schemes and annual

parent questionnaires. However this is not sufficiently up to date to reflect current practice and to show how identified weaknesses will be addressed to further improve the quality of care and learning for children.

Staff are well-deployed throughout the session. As a result, children are closely supported and supervised and are kept active and involved. Key persons are assigned to individual children to ensure their needs are met, to monitor their development and to act as a link with parents. Staff work efficiently as a team to ensure all chores and preparation is completed without intruding on the children's activities and to ensure all areas of the premises remain safe and secure throughout the session.

Staff have established excellent working partnerships with parents. They provide a comprehensive prospectus to support parents in making an informed choice. Parents provide extensive information regarding their child to support staff in delivering appropriate and consistent care. This includes a learning journey with details of the child and their family, preferences, any other settings attended and any additional needs. They also complete a child profile showing their child's stage of development linked to all six areas of learning. Parents are kept informed closely through a warm welcome from staff and time for discussion, displays, newsletters each half term and a digital photographic display. Staff are proactive in forming very effective links with other early years providers and agencies involved in children's care. This ensures all children's needs are met consistently.

The quality and standards of the early years provision

Children benefit from a well-planned environment in which they enjoy a good balance of both child and adult led learning experiences. Activities are well spaced to allow them to explore safely and independently according to their interests and choices. Staff interact to promote discussion, thinking and decision making to keep children interested and involved. Most staff challenge and extend children well through skilful questioning and interaction and all provide a close presence to support children in feeling secure. Staff plan and monitor children's learning effectively with activities linked to changing topics and which reflect children's interests. For example, children show an interest in making treasure maps, so staff organise dressing up as pirates, an outdoor treasure hunt and problem solving through clues. They then made a book with photographs and things found to reflect on. Key people use the extensive information provided by parents to form their base line assessments and observe children to plan their next steps. However, assessments are not always kept on the premises or used to their full potential to promote children's progress further still. Parents are encouraged to get actively involved through regular information on learning programmes and how they can contribute, termly 'postcard' reports and meetings twice a year.

Children are motivated and independent learners. They settle in quickly and access fresh activities with excitement and curiosity. Children are developing very good communication skills, they listen closely, talk with confidence during group discussions and have lots of opportunities to write. They listen intently during story time and join in with elements of the story. Children count regularly in their play

and can name shapes correctly. They have some opportunities to problem solve when more skilful staff question them and also through completing puzzles and jigsaws when they are set out. Children use their imaginations well and have use of many different resources, materials and tools to independently create their own ideas. Children behave very well and are learning to consider the needs of others. They are well supported by good role models and benefit from lots of encouragement and praise.

Children's welfare is promoted extremely well through the provision of a very safe and hygienic environment. Staff work consistently to maintain high standards of safety at all times, using checklists and risk assessments. They support children on staying safe through discussion, practical guidance and arranging visits from the emergency services. Staff maintain a very clean and hygienic environment and ensure all equipment is well maintained to promote children's health. Children enjoy regular activities in the garden to support their physical development and fitness. In addition, children benefit from very nutritious snacks at their sociable break time when they eat well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.