

# Jack In The Box

Inspection report for early years provision

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**Unique reference number** EY378917  
**Inspection date** 21/01/2009  
**Inspector** Gail Groves

**Setting address** The Scout Hall, The Drift, Kings Langley, Herts, WD4 9HT

**Telephone number** 07958 746531 or 07974 400335  
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been running for approximately 18 years but registered under new ownership in September 2008. It operates from a large Scout hall which is a single story building situated in its own grounds in Kings Langley in Hertfordshire. Access to the premises is via a flat paved path. The group is open from Monday to Friday during school term times and for three weeks during the summer holidays. Morning sessions are from 09:15 to 12:15 and afternoon sessions are from 13:15 to 15:15. A breakfast club operates from 08:00 to 09:15 and a lunch club from 12:15 to 13:00. A tea club is also open from 15:15 to 16:00. Children have the opportunity of attending a variety of sessions and older children are able to stay all day. All children share access to a secure enclosed outdoor play area.

The group is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 50 children on roll, all of whom are within the Early Years Foundation Stage. The group currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The group employs seven staff. All of the staff, including the managers hold appropriate early years qualifications. Three staff are working towards a higher level qualification.

## Overall effectiveness of the early years provision

Jack In The Box provides effective care and education for children in the Early Years Foundation Stage. It offers all children a welcoming and stimulating learning environment in which most of their individual needs are met in partnership with their parents and other professionals. The managers show a good awareness of the strengths and areas for improvement within the nursery, and their plans for the future are well targeted to bring about further improvement to the provision and the outcomes for all children. Most of the required documentation is in place and policies and procedures are generally effective.

## What steps need to be taken to improve provision further?

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

- ensure children's healthcare with reference to consistently washing hands before eating
- ensure that the complaints policy reflects current regulations
- improve the two-way flow of information with parents so that they can help to support and extend children's learning and development at home.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident; this also applies to risk assessments for outings (Documentation) 04/02/2009
- keep records of the information used to assess suitability of staff to demonstrate to Ofsted that checks have been done; these must include the unique reference numbers of Criminal Record Bureau Disclosures obtained and the date on which they were obtained. (Suitable people) 04/02/2009

## **The leadership and management of the early years provision**

Children's welfare, care and safety are promoted well. Staff are well qualified and work extremely well together as a team. As a result, sessions run smoothly and children are fully and effectively supported in their play and learning at all times. The managers' self-evaluation of the nursery has allowed them to accurately identify areas for improvement and this has led to changes in the nursery's practice that have had a positive impact on children's learning and development. For example, improvements to the range of resources and to the layout and organisation of the learning environment have allowed children more choice and autonomy, and have increased their opportunities for exploration and learning.

Staff work closely with children's parents and carers to develop a good understanding of children's needs when they first begin to attend and ensures that they are always available to discuss any issues with parents if this is required. Newsletters and displays keep parents well informed about the day-to-day running of the nursery and their children's development and progress records are readily available for them to look at if they request it. However, parents do not receive sufficient information about the Early Years Foundation Stage or what their children are learning to become fully involved in supporting and extending their children's learning at home.

Most of the required documentation for the safe and efficient management of the provision is in place but the Early Years Foundation Stage requirements to have written risk assessments for the premises and for each outing, and to keep records of the suitability checks carried out on staff are not met. In addition, the complaints policy does not fully reflect the current legislation and therefore parents are not fully informed about the way in which the nursery is legally required to manage any possible concerns.

## **The quality and standards of the early years provision**

The nursery promotes children's welfare, learning and development well. Children enjoy healthy meals and snacks. In addition, discussions at snack time, as well as during activities such as food tasting and movement sessions, encourage them to

begin to learn about the importance that healthy eating and physical exercise plays in developing a healthy lifestyle. However, because hand washing procedures before eating are not consistently carried out, children are not developing a clear understanding about some hygiene routines. Children's safety is prioritised and furniture, equipment and toys are good quality, well-maintained and meet all children's needs. Effective measures are in place to minimise the risks both inside and outside and daily discussions with staff about practical experiences within their everyday routines help children learn to keep themselves safe. Staff understand the signs and symptoms that would give rise to concerns about children's welfare and well-being, and appropriate procedures are in place to safeguard children.

Children enjoy a wide range of interesting and challenging play experiences which help them to make effective progress towards the early learning goals in all areas of learning. The indoor environment is bright and attractive, and is carefully laid out in learning bays demarcated by low level storage units and mats to allow children to access resources and activities independently so that they can pursue and explore their own particular learning interests at will. In addition, they have ready access to the outside environment throughout the session and move freely from inside to outside as they wish. Staff provide effective and timely intervention if children require support and encourages their independence at all times. Consequently, children are developing high levels of confidence and self-esteem. All the children behave well and show good levels of involvement and cooperation as they work together to help to tidy away the toys or join in enthusiastically with the whole group session at circle time.

Observations and records of children's achievements are currently being developed and are used by staff to identify and plan for the next steps in children's learning, and to monitor their progress over time. When children move on, these records are shared with the next setting to facilitate the continuity of care and learning. Children with additional learning and/or development needs are clearly identified and well provided for, and children with English as an additional language are appropriately supported. Children develop communication and literacy skills through the daily opportunities they have to look at books and to experiment with mark making and some children are beginning to recognise their written name as they find their name card to put into the registration box on arrival. They learn about the world around them through a wide variety of interesting imaginative role play areas such as a garage, a café and hairdressing salon, and by going on trips into the community to visit the local restaurant to make pizzas. They develop creative skills as they make models, paint and glue collages and extend their physical skills, both outside on resources such as bikes and climbing frame and inside during the weekly 'Dinky Dancers' session.



## **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 registration.

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.