

# Jack in the Box Day Care

Inspection report for early years provision

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**Unique reference number**

EY270579

**Inspection date**

24/02/2009

**Inspector**

Clive Petts

**Setting address**

Tudhoe Moor Nursery School, Tudhoe Moor, Spennymoor,  
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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 Day Care is a privately run and has been registered since January 2004. It is located in purpose adapted facilities, part of the Tudhoe Moor Nursery School and the Sure Start funded Children's Centre. Access to a secure outdoor area and nursery classroom is shared with the host school. The day care facilities have no issues which may hinder access to the premises. It operates from 07.30 until 18.00 each weekday all year round. Parents can request holiday care for children up to eight years old. A maximum of 52 children under eight years may attend at any one time. There are currently 43 children on roll, 28 who are within the Early Years Foundation Stage (EYFS). No children receive funding for nursery education. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the childcare register. Twelve staff work directly with the children, 10 of whom have appropriate qualifications with two members of staff working towards a Foundation Degree.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Jack in the Box provides a really safe, happy and friendly atmosphere where the individual needs of children are well met, enabling all to thrive. Strong partnerships with parents and the host school help to enhance the children's development. Children enjoy a range of interesting, varied and well organised activities which staff effectively observe and assess. Managers demonstrate a good grasp of strengths and areas for improvement although formal evaluation of the outcomes for children are not fully developed.

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

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

- ensure that rigorous self-evaluation informs and drives improvement.

## The leadership and management of the early years provision

Good progress has been made since the last inspection successfully addressing all the recommendations. An experienced and skilled team of staff systematically check day to day practice. As a consequence, daily activities are tailored to meet circumstances and ensure no learning experiences are missed, for example, filling containers with snow for children to mould indoors so even the youngest can participate when the weather is too severe to play outside. The children's good progress in their learning and development greatly benefits from the excellent relationships with parents and the host school. The management is reflective, self-critical and keen to continue to improve. Although the outcomes for children are regularly reviewed, formal self-evaluation is not fully in place. Children's safety is promoted really well because staff are vigilant and ensure that all play and learning activity is safe. The daily exchange of information between parents and key staff

adds to the good quality of planning. The required policies, safeguarding procedures and records are in place and are well maintained. This ensures that children's learning, development and their welfare requirements are fully met and children are protected. Regular staff meetings and training provides good support for staff contributing to the good capacity to improve.

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

The happy, friendly family atmosphere experienced by children and parents as they arrive makes certain that children settle with confidence into routines. Productive exchanges with parents ensure they play a full part in their children's development. All children have access to interesting and varied activities, both indoors and outdoors. These cover all areas of learning. Key staff display an intimate grasp of children's individual needs and the next steps in their learning. As a result, children receive valuable care and guidance to ensure good progress. New arrivals are thoughtfully and sensitively managed by staff. They display skill engaging children in the development of their speaking and listening. Early encouragement to think for themselves and be independent helps children to try new experiences. Children are encouraged to count at every opportunity, solve problems and be creative. Although opportunities are provided for children to practice their early writing, opportunities are sometimes missed to identify letters and words. Sound planning encourages exploration and investigation. Children are developing a good understanding of the world around them as they celebrate festivals, use multi-cultural resources and learn about local emergency services. Construction kits ensure that children learn how to manipulate and connect components imaginatively. Children are developing an early grasp of technology as they learn to use a keyboard and mouse in nursery. High quality outdoor experiences provide opportunities to exercise, develop their motor skills, be creative and explore the natural world around them.

Staff make systematic observations of children's learning which are recorded in portfolios and assessments are linked to learning. Although learning progress is well evidenced summarised judgements about what is expected of their age are not always consistently completed. Children learn the importance of keeping themselves healthy and safe during daily routines, for example, happily talking about eating their fruit snack and driving considerately when pedalling a car. The excellent relationships with the host school enable children to access nursery facilities and services, for example, children select a menu and eat a hot meal with older children. This boosts their confidence and prepares them really well for the nursery stage. Children know what is expected of them because staff implement clear routines and boundaries. As a result children are well behaved, polite and happy.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
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](http://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 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.