

Jack In The Box

Inspection report for early years provision

Unique reference number	500109
Inspection date	03/12/2009
Inspector	Kay Margaret Armstrong
Setting address	16 Rosina Street, Higher Openshaw, Manchester, M11 1HX
Telephone number	0161 370 6465
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Type of setting	Childcare on non-domestic premises

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Jack In The Box day nursery has been registered since 1998. It is a privately run nursery situated in the Higher Openshaw area of Manchester. The nursery is housed in a converted bungalow in a residential area. Children are cared for within four playrooms. There is an outdoor play area available. A maximum of 31 children may attend the nursery at any one time. The nursery is open five days a week from 7.30am to 5.45pm all year round. Children attend from the local community and surrounding areas.

There are currently 35 children on roll. All of these are within the Early Years Foundation Stage and attend for a variety of sessions during the week. The nursery supports children who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 14 members of staff who care for the children. All staff hold appropriate childcare qualifications. The nursery receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff provide a warm, welcoming and friendly environment where all children are recognised as individuals and valued. The staff team has a clear understanding of the Early Years Foundation Stage framework. Staff provide a range of activities which interest and occupy the children, satisfactorily supporting their progress towards the early learning goals. Staff develop good working relationships with parents. They have effective procedures in place to share children's developmental progress and welfare needs, which promotes continuity of care for children. The staff demonstrate a positive capacity towards continual improvement but as yet do not have a system in place to monitor and evaluate their practice.

What steps need to be taken to improve provision further?

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

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).
- 31/12/2009

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

- increase the opportunities for children to develop skills in simple technology
- ensure children are presented with resources which are appropriate to their

- stages of development, abilities and learning
- review and improve the organisation of mealtimes to ensure they are relaxed social occasions for the children and provide opportunities for older children to serve themselves to increase their independence
- develop a system to evaluate and monitor the provision, which identifies key areas for further improvements.

The effectiveness of leadership and management of the early years provision

A designated officer takes responsibility for safeguarding and children are well protected. Detailed policies are in place, which have recently been updated, ensuring they reflect the welfare requirements. Robust recruitment and selection procedures are in place to ensure children are cared for by suitable adults. Children's safety and well-being are further promoted as appropriate risk assessments are carried out and any potential hazards are immediately identified and addressed. Daily checks of the nursery and good supervision by staff ensure a safe environment for children to play and explore in. The majority of records and documentation are appropriately maintained to support children's well-being. However, although there is a written statement in place regarding complaints, this is not in line with current legislation. Therefore, this is a breach of the welfare requirements.

Photographs of children absorbed in various activities are evident throughout the nursery, which helps them to feel valued and respected. The organisation of the nursery provides an inclusive and welcoming environment for all children. Key worker groups ensure children are cared for by familiar adults. Children's individual needs are agreed during the admission procedure, which also begins to identify their abilities across all six areas of learning and forms the basis of children's individual learning journeys. Information is shared with parents in a variety of ways including daily discussions, communication books for children under two years, noticeboards, newsletters and children's learning journeys. This helps to promote continuity of care for children and keep parents informed of children's progress. Written policies and procedures are discussed with parents during admission meetings.

The recommendations raised at the last inspection have been adequately addressed, generally improving children's well-being and learning in most areas. Parents' views have been sought regarding the service provided. The management team is aware of their strengths and some areas for development. However, as they do not have a system in place to monitor and evaluate the provision, the key areas for improvement have not been clearly identified or prioritised.

The quality and standards of the early years provision and outcomes for children

Children are happy and secure in the setting. They make sound progress in their learning and development. Their progress is monitored through photographic

evidence and written observations in their learning journeys. Assessments are generally used to identify the next stages of children's learning and are linked to the planning.

Babies enjoy exploring a wide range of resources which stimulate their senses, such as toys which are bright, make noises and have pulsating lights. Babies and toddlers gain great pleasure as they explore a range of musical instruments. This helps to support their social and creative development and their problem-solving skills. Throughout the nursery all children enjoy singing traditional nursery rhymes. They squeal with delight and excitement as staff use finger puppets to support and illustrate the rhymes. The balance between adult-led and child-initiated activities is appropriate. A visual timetable is displayed for the older children who are becoming aware of the daily routine.

Babies are well nurtured as staff sit on the floor playing with them. They have lots of physical contact and are cuddled and reassured appropriately. Staff foster babies' attempts to communicate. They listen when the babies babble and respond in gentle tones to reinforce early speech patterns. Babies have space to crawl around and practise emerging skills, such as standing unaided. Staff encourage babies gently with kind words and smiles to explore their surroundings and the resources. Staff lead stimulating and interesting learning sessions with toddlers under two years old. For example, they use puppets effectively, as a visual aid, when telling stories. This captures young children's interest, extends their understanding and supports their emerging communication skills. Toddlers develop a wonderful sense of belonging as they look at photographs of their own families which are displayed on a noticeboard.

Throughout the nursery the children have access to a range of resources which are generally appropriate to children's ages and stages of development. However, at times the older children are presented with activities which are inappropriate for their abilities and they quickly lose interest and become disruptive. The children are generally well behaved and staff use appropriate techniques to manage their behaviour. Minor altercations are dealt with in a sensitive and calm manner. The older children generally play well together. They enjoy exploring the resources, particularly in the home corner. Here they learn to use chopsticks to pick up play food and learn new words, such as 'sushi' and 'prawns', which extends their vocabulary. Resources, such as dolls, jigsaws and books help to promote children's awareness of the wider world and our diverse society. Children begin to understand about different cultures and lifestyles as they celebrate some festivals throughout the year. They are becoming aware of others and developing a caring attitude as they participate in charitable events, such as Children in Need. Children have appropriate opportunities for creative activities as they paint and make collage pictures. They are beginning to problem solve as they complete jigsaws and build with construction sets. They learn about numbers as they count objects and use their fingers to count up to 10. Some children are beginning to link letters to sounds and are becoming aware that print carries meaning. Children's dexterity is developing as they begin to mark make with pencils and snip with scissors. Children have some opportunities to explore simple technology such as tills, calculators and equipment in the home corner; however, this is limited and has an impact on them developing skills for the future.

Children learn about the benefits of following a healthy lifestyle as they enjoy playing outside in the fresh air. They have fun and are able to develop skills and coordination and learn to control their bodies as they ride bikes, climb, slide and kick footballs. Good hygiene routines are followed and children are encouraged and supported in adopting good personal habits, as staff ensure they have step stools in place so that they can achieve independence as they learn to wash their hands. They benefit from healthy snacks and freshly prepared meals. Drinking water is available to enable children to remain hydrated. However, mealtimes can be disorganised for some children and older children particularly are not provided with sufficient opportunities to learn to serve themselves and become independent.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and welfare). 31/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and welfare). 31/12/2009