

# Jack in The Box Day Nursery

Inspection report for early years provision

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**Unique reference number**

508560

**Inspection date**

19/11/2009

**Inspector**

Elaine Marie McDonnell

**Setting address**

2 Beverley Road, Saltersgill, Middlesbrough, Cleveland, TS4  
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**Telephone number**

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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 opened in April 1997 and is owned by a joint private partnership. It operates from a converted single storey detached building in the Saltersgill area of Middlesbrough. Children are cared for in three main play rooms and share access to three enclosed outdoor play areas. Operating times are between 7am and 6pm and the nursery is open all year round, with the exception of a week over the Christmas period and public holidays.

The nursery is registered to care for up to 51 children under eight years at any one time. There are currently 56 children on roll aged between five months and four years old, attending for a variety of sessions. The nursery is in receipt of funding for two year olds. The provision is also on the voluntary and compulsory parts of the Childcare Register and provides out of school care during school holidays. Nursery staff also transport some children to and from local school nurseries during term time.

There are 15 members of staff employed to work directly with the children, excluding the two owner/managers. All staff have childcare qualifications at level 2 or 3, one member of staff has a degree and will soon commence working towards Early Years Professional Status, along with two other members of staff.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled in the nursery and are making good progress in their learning and development. They are cared for in a safe and secure environment and form good relationships with staff and peers. An inclusive environment is promoted, staff are aware of children's individual learning needs and interests, and ensure that all children are included and involved. The provision is well led and managed. Staff work well as a team and all are committed to continued development, resulting in very good progress being made since the previous inspection.

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

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

- develop some staffs' knowledge and understanding of safeguarding children issues
- ensure that records relating to children are retained on the premises so that all staff are aware of identified next steps for development
- provide more opportunities for children to attempt simple calculation.

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

Comprehensive recruitment, vetting and induction procedures are in place to ensure that all adults working with children are suitable. An effective appraisal system is in place to identify staff strengths and training needs. As a result they have had good access to a wide range of ongoing training and development courses since the previous inspection. Comprehensive safeguarding procedures are in place to promote children's welfare and are understood by most staff. However, not all staff are fully clear about some safeguarding issues, such as the different categories of abuse and possible signs.

An effective self-evaluation process is in place. The views of all staff, children and parents are taken into account when assessing and prioritising goals for future development. All staff are committed to improvement and very good progress has been made since the previous inspection, with all recommendations being fully addressed and additional goals identified and prioritised appropriately.

Good procedures are in place to promote an inclusive environment, and some designated staff have had access to continued training regarding assessing and meeting children's diverse needs. As a result all children are included and involved, and their individual needs are met.

Resources, including staffing, are well deployed across the nursery. Ratios are effectively maintained ensuring that children receive good adult support and attention. All children have easy access to a varied range of play experiences and resources, including extensive outdoor play equipment, which promote their learning in all areas of development. Good safety procedures are implemented to ensure that the building and resources remain secure and safe for children.

Staff work well in partnership with parents and carers. Parents are kept fully informed of their child's development and progress through regular discussions and access to their child's learning journeys, assessment and other documents. Staff are also developing links with local schools that some of the children attend, and have a close partnership with Newham Bridge Primary School.

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

Children are making good progress towards the early learning goals and have access to lots of varied activities to cover all areas of development, however, there are limited opportunities for children to attempt simple calculation. Staff regularly observe and record children's individual development and interests, this is generally used effectively to plan the next steps in their development. However, records for all children attending are not readily available as they are passed to the out of school provision when the children start to attend there also.

Children have opportunities to learn about keeping safe, for example, they are

involved in regular fire drills and talk about the dangers relating to roads, strangers and dogs, before going on any outings. Other organisations, such as the police and fire service visit the nursery periodically to help support children learn about safety.

Children's personal, social and emotional development is a particular strength within the setting. They form good relationships and are very happy when their friends from nursery school arrive to have lunch with them. Children are well behaved and staff manage behaviour quickly and effectively, promoting a relaxed and friendly environment.

Children are encouraged to adopt healthy lifestyles and learn about healthy living during different activities, such as when chopping different fruits and vegetables for meals and snacks. They are provided with healthy and nutritious food and drink throughout the day and meal times are observed to be enjoyable and sociable occasions, with the older children setting their own place to eat. Hygiene procedures are well practiced by children and staff which prevent the spread of infection.

Children's communication, language and literacy skills are well promoted, and some staff have had access to training to implement the 'Every Child a Talker' programme. Children make excellent use of information and communication technology equipment, show confidence and independence when selecting different programmes, and other activities in general. Children also learn about the world in other effective ways, such as being involved in recycling and charitable activities to help others. For example, they are currently donating and collecting shoes that are too small for them, to help children in other parts of the world.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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