

Jack in a Box Nursery

Inspection report for early years provision

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EY287295

Inspection date

04/11/2009

Inspector

Vicky Turner

Setting address

Aycliffe CP School, St. Davids Avenue, Dover, Kent, CT17
9HJ

Telephone number

01304 213111

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

Aycliffe Pre-school opened in 2005 but changed its name in April 2009 to Jack in a Box Nursery. It operates from one room within the children's centre in Dover, Kent. All children have access to a secure enclosed outdoor play area and the school field, when the school children are not using it. There is easy access to the setting. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children aged two to under eight years may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00. There are currently ten children on roll aged from two to five years. The group mainly serves families in the local area. The nursery employs three staff. All current staff, including the manager, hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is an inclusive environment where safeguarding is exceptional and the needs of all children are met. Excellent partnerships with external agencies ensure that the children receive the support that they need to achieve as well as they can and as a result make good progress. The on-going self-evaluation process has enabled staff to reflect on their practice and identify areas for development. All recommendations from the previous inspection have been fully addressed which means that the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop systems for monitoring and analysing children's progress in order to gain an overview of progress and identify where provision could be better
- develop staff expertise in Information and Communication Technology and build on existing resources
- continue to develop the outdoor provision to provide more opportunities for all areas of learning

The effectiveness of leadership and management of the early years provision

Good leadership and effective teamwork means that all adults work together with a common vision to create a welcoming, stimulating and safe environment where children can play, learn and flourish. The setting pays particular attention to safeguarding children and comprehensive policies and procedures mean that children are safe from harm. Rigorous vetting procedures ensure adults are suitable to work with children. The new purpose built premises are bright and clean with new equipment that meets safety standards. Adults are effectively

deployed to ensure that children are adequately supervised at all times.

Regular monitoring and on-going self-evaluation means that the staff have a good understanding of the setting's strengths and areas for development. These include staff training in Information and Communication Technology (ICT), extending staff professional development in the delivery of the Early Years Foundation Stage (EYFS) and to develop children's problem solving, reasoning and numeracy skills.

Excellent links with a wide range of external agencies means that the children's welfare and learning and development needs are well met. The setting has established particularly good links with the school and children visit for story time and lunchtime with the reception class before they start school. They attend special assemblies like harvest and Christmas and have access to the school library. Speech and language therapy provide weekly attention and listening group sessions for extending and developing concentration and attention skills. The setting participates in various group sessions at the children's centre, for example, story time, crafts and singing. The school improvement partner, the early years advisory teacher, the EYFS consultant, the area special educational needs co-ordinator, the speech and language therapists and the school dentist provide excellent support, ensuring that a high standard of care and learning and development is maintained. The setting has worked very hard to engage parents through parents' evenings, transition meetings and family days out during the holidays. Parents are well informed about planned activities for their children's learning and development on a weekly basis and the 'Good News' board encourages parents to share children's good news from home. 'Little library' enables children to choose books to share at home with their parents.

The setting is fully inclusive and takes effective steps to promote equality and diversity. The provider and the manager have had training in this area, and as a result provide more multicultural activities and support for children who have English as an additional language. The alphabet frieze depicting children from different cultures, puzzles of traveller children, and those from different cultures and families, stories from different cultures and multicultural crayons support children's understanding of differences and the world in which they live. Signs and instructions around the room are translated into different languages that the children speak and the staff give simple instructions in the children's home languages.

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

Children are settled and happy to participate in all activities. They are eager to attend the nursery because they have good secure relationships with adults. Children play and learn in safe, secure and stimulating environment with free flow of activities both indoors and outdoors. The outdoor provision is developing well and the partly covered area means that children can access outdoor activities in all weather. Children ride tricycles confidently up and down a ramp and use hollow blocks for constructing a road. Role play in the shop provides good opportunities for language development and numeracy. Children plant flowers in large pots but

there is the absence of a digging area for children to explore and extend their knowledge and understanding of the world.

Key workers observe and assess their children and plan appropriate learning experiences. Learning journeys include observations, annotated photographic evidence and the next steps in the children's learning. Adults know their children well but systems for monitoring and analysing progress as a whole are not yet developed. Children generally make good progress during their time at the nursery. A group of children select their own criteria for sorting small objects and develop their counting skills supported by an adult. Children are taught how to keep themselves and others safe both indoors and outside. Adults model good practice for keeping safe, for example how to use scissors safely and walking when indoors. Daily risk assessments and regular fire drills ensure children are kept safe. They learn about road safety and stranger danger. Children's health is promoted particularly well and children access a healthy balanced and nutritious snack bar with foods from different cultures. Children's dietary needs and allergies are taken into consideration. Drinking water is available throughout the day with healthy lunches prepared on site by the school. Daily physical activities promote children's well-being and physical development. Children develop excellent hygiene routines of washing their hands before food and after using the toilet, playing outside, touching pets and other animals. Children learn about acceptable behaviour and the need for rules through circle time. As a result, behaviour is exceptionally good. Good behaviour is positively rewarded. They are encouraged to become independent by initiating their own activities, selecting resources that they need and by washing up their own plates and cups after lunch. Children make a positive contribution through making their views known about various aspects of the setting, which are taken in to consideration well.

There are good opportunities for developing skills for the future. Children develop their numeracy skills as they fish for bugs with four, six or eight legs or of different colours in the water tray. They investigate bugs through a bug viewer contributing to their knowledge and understanding of the world. The Early Years Centre teacher supports the children's language development with weekly sessions in letters and sounds. Children thoroughly enjoy a music lesson with her as they copy simple repeated rhythms with their wood blocks, sing a few simple songs and play a parachute game. They investigate sounds made by different objects. Children have access to a computer, a Bee-bot and a camera but resources in ICT are limited at this stage, as is staff expertise in helping children to develop their skills in this area.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
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

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