



## Jack In The Box

Inspection report for early years provision

<b>Unique Reference Number</b>	500109
<b>Inspection date</b>	14 February 2006
<b>Inspector</b>	Teresa Ann Clark
<b>Setting Address</b>	16 Rosina Street, Higher Openshaw, Manchester, M11 1HX
<b>Telephone number</b>	0161 370 6465
<b>E-mail</b>	
<b>Registered person</b>	Stephen Popoola
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Jack In The Box Day Nursery has been registered since 1998. It is a small privately run nursery situated in the Higher Openshaw area of Manchester. The nursery is housed in a converted bungalow in a residential area. The nursery serves families from local and surrounding areas. Children have access to four playrooms and a safe enclosed outdoor area. Appropriate toilet and kitchen facilities are available.

The nursery opens all year round except for public holidays and one week during the Christmas period. The hours of opening are from 07.30 until 17.45 Monday to Friday. Children attend a variety of sessions.

There are 31 children on roll, of these, 5 are in receipt of nursery education funding. There are no children attending with special needs or who have English as an additional language.

There are 11 staff who work with the children and of these, six hold suitable childcare qualifications. Two members of staff are currently working towards a suitable qualification.

The nursery receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are developing an understanding of simple hygiene procedures as they wash their hands at appropriate times. For example, after using the toilet and before eating. They happily sing 'Wash the germs away' during bathroom routines. Children are protected from cross infection because an effective sick child policy is in place, which is understood by staff and parents. Staff follow satisfactory procedures to maintain children's good health for example, cleaning tables with anti-bacterial sprays and the use of gloves and aprons when changing nappies. However, children's health is compromised, due to inappropriate storage of dummies and feeding bottles, which are left on windowsills and in the bathroom. The risk of infection is also increased, because children use cushions from the playroom to rest their heads at sleep time. There are sufficient staff trained in first aid, to ensure children receive appropriate treatment in the event of an accident or emergency. Staff maintain accident and medication records, but accident records are not always signed by parents which poses a risk to children's health.

Children are provided with a satisfactory range of meals and snacks, including vegetables and fruit, which promote their growth and development. Meals and snacks are sufficiently varied to encourage a satisfactory understanding of healthy eating. Children's dietary needs are taken into account to ensure they remain healthy. Children help themselves to accessible drinking water to keep themselves refreshed and hydrated. Babies individual routines with regard to sleep and rest are followed, to ensure consistency of care and to promote their good health.

Children develop a positive attitude to physical exercise. They have regular opportunities to play outdoors using equipment such as bikes, scooters and climbing apparatus. This helps promote their strength and co-ordination. Babies have sufficient space to explore the environment. They are encouraged to progress in their physical development for example, by crawling and pulling themselves up. Although babies are taken outdoors during the summer months, this is less frequent the rest of the year so opportunities for fresh air are limited.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children benefit from the staff's attempts to create a welcoming environment in which to play. The nursery is currently in the process of redecoration to improve the environment for children. Space is generally well organised, which allows children to participate in a range of activities. There is a satisfactory range of toys and play materials, which are safe and suitable for different ages and abilities.

Children are kept safe due to effective security measures. The premises are secure as the front door is kept locked, with an intercom system to protect children from unknown visitors entering. Staff carry out daily checks of the nursery and regular risk assessments to identify potential hazards. However, the carpet in the hall area is not secure and poses a risk to children's safety. Children learn to keep safe, as staff remind them not to run indoors or climb on furniture, in case they hurt themselves. They regularly practice the fire evacuation procedure, which helps them to understand how to keep safe in the event of a fire or emergency evacuation.

Children are protected from possible abuse or neglect. Staff have a satisfactory understanding about their role and responsibility with regards to child protection issues. All relevant information and contact details to safeguard the welfare of children is in place.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children separate well from their parents and on the whole enjoy their time in the provision. They benefit from the warm and caring relationships they form with staff, which helps them feel settled and secure. Children cuddle up to staff at singing and story time. They are familiar with the staff team and call them by name. There are a sufficient range of activities, which children make generally good use of. They use their imagination in role play activities such as dressing up, making tea and pushing dolls in the buggy. Babies receive lots of cuddles and have a strong bond with their key worker, which increases their sense of well-being. They benefit from routines which are consistent with their experiences at home. They develop early communication skills as staff respond to their babblings.

Children learn to explore and investigate using their senses, as they take part in activities such as, sand play, painting and exploring cooked pasta. They enjoy singing familiar songs and rhymes and confidently stand up to sing a rhyme of their choice. Children are interested and involved in the activities provided. However there are no effective planning and recording systems in place to ensure activities are based on children's needs and interests. Staff are not confident with using the Birth to three framework to plan activities for children under three years.

## **Nursery Education**

The quality of teaching and learning is inadequate. Children are not making

satisfactory progress towards the early learning goals, because the staff team do not have sufficient knowledge and understanding of the Foundation Stage. There are no assessments of children's achievements to inform teaching. Although staff produce weekly play plans, these do not relate to the six areas of learning or identify learning outcomes. This means staff are unclear what children are expected to gain from the activities and children's learning is incidental. Staff have recently introduced activity planning sheets, but these are not based on what children already know to ensure children progress in their learning.

Children are happy and settled within the nursery. They show a strong sense of belonging as they greet each other and staff on arrival. Children happily play with each other and form friendships. They are developing their personal independence as they make some choices about activities and attend to their personal needs. Children help tidy away toys at the end of the session and clear their plates after lunch. Children confidently talk to visitors asking 'What are you doing?' 'What's your name?'. They enjoy looking at books and handle them appropriately. Older children are beginning to recognise some letters. But staff do not give sufficient attention to additional aspects of early reading and writing. For example, children do not have opportunities to use emergent writing in their play or learn to recognise their name.

Children make limited progress in their mathematical development, due to insufficient emphasis in planning and staff's insecure knowledge. They show some interest in counting as they join in with familiar number rhymes. However, staff do not use opportunities presented during everyday routines, such as circle time to help children count for a purpose. Children are not learning about other aspects, such as shape and pattern.

Children enjoy exploring sand and water, filling and emptying containers. They use language such as full and empty and are beginning to understand the concept of sinking and floating.

Older children talk about different countries, such as possums living in Australia and a holiday to Fuerteventura. Children use their imagination well during role play to act out familiar situations. They enjoy creative activities such as making a Valentine collage and models with play dough.

They make little progress in developing an understanding of information and communication technology, due to limited resources and a lack of planning. They show a good awareness of space as they move around the indoor and outdoor areas.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children are warmly welcomed into the nursery, including children from a variety of cultural and ethnic backgrounds. Staff recognise each child as an individual and work well with parents to meet their needs. Information about children's care needs is sought before they start at nursery. Children are confident and express their needs when they need to use the potty or the toilet. All children participate in the activities

on offer. This promotes their self-esteem and sense of belonging. However, there are insufficient resources and activities to widen children's awareness of different cultural beliefs and help them develop a positive attitude towards others.

Children are developing an understanding of right and wrong, as they receive consistent messages about sharing and co-operating, which enables them to work alongside each other. They enjoy the reward schemes, which staff use to praise and recognise achievements, this helps children feel good about themselves. Overall, children's spiritual, moral, social and cultural development is fostered to a satisfactory standard.

Friendly relationships and daily verbal communication between staff and parents contributes to children's well being in the setting. Visits with and without parents help children become familiar with the nursery environment, consequently children settle quickly. Daily communication sheets are completed for children under two years. This includes information about the child's sleep and food intake. This ensures continuity and consistency of care for young children. Parents speak highly of the provision and are happy with the care their children receive.

The partnership with parents of children who receive nursery education is inadequate. Children do not benefit from a two way sharing of information between parents and staff to enhance their learning. Parents are not provided with any information about the curriculum or activities and they are not actively encouraged to be involved in their child's learning. This limits their progress in the nursery and consequently, their ability to fully contribute to the provision.

## **Organisation**

The organisation is satisfactory.

The consistent staff team have good relationships and work well together. Induction training and appropriate policies generally work in practice, to keep children healthy and safeguard their welfare. Children are looked after in a caring environment, which effectively promotes their social and emotional development. The key-worker system helps children become familiar with staff and

secure within the environment. Systems are in place to ensure staff are suitably vetted. Staffing levels are organised, to ensure the nursery is within the required ratios and that children receive an appropriate level of attention and support. Children gain confidence and respond to daily routines,

which provide consistency and familiarity in their lives. Some staff have attended training for Birth to three framework, but are insecure with their knowledge. This means children are not always provided with activities which meet their individual needs.

Leadership and management of the nursery education is inadequate. The lack of understanding of the curriculum guidance for the Foundation Stage, leads to weaknesses in children's learning and limits the capacity of the setting to monitor and evaluate the educational provision. The lack of clear direction and monitoring of

teaching and learning means there are gaps in children's learning. Consequently children's progress towards the early learning goals is limited.

The standard of care provided meets the care needs of children attending, however the educational needs of children receiving nursery education funding are not successfully catered for. Consequently, overall the provision does not meet the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

The previous care inspection recommended that the records of children's attendance included times of arrival and departure, devise a system for planning and implementing a suitable range of activities for children under three, review the organisation of resources to allow children easy access, obtain written parental consent for medication and to ensure all policies and procedures are in place. The registers now include arrival and departure times of children. Staff have made some progress in making resources more accessible particularly in the pre-school room, where there is some low-level storage and children have opportunities to play with sand and water throughout the day. Written parental consent is obtained prior to children receiving medication and most policies are now in place and comply with legislation with the exception of the Special Needs policy which is being updated. These improvements contribute to the safety and well-being of children being cared for.

Following the previous nursery education inspection, staff were required to develop a greater understanding of the early learning goals, to provide an increased range of activities and resources to allow children to initiate their own learning. Provide more mathematical resources and equipment for children to use simple technology and develop their imagination.

Limited progress has been made in addressing the issues. Staff still have an insecure knowledge of the early learning goals. The space in the pre-school room has been increased and includes additional resources for children to select for themselves. Improvements have been made in the role-play area for example, dressing up clothes and a satisfactory range of domestic style furniture and equipment. However there are still insufficient mathematical resources and simple technology equipment. The improvements are insufficient to enable children to make significant progress towards the early learning goals.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide regular opportunities for babies to benefit from fresh air
- ensure that staff are informed and aware of the importance of good hygiene practice (baby feeding bottles, dummies and cushions) and make sure all accident records are signed by parents.
- make the carpet in hall area safe so it does not pose a risk to children's safety
- plan a suitable range of activities which take into account the development needs of children and use the Birth to three framework
- improve resources and plan activities to promote equality of opportunity and anti-discriminatory practice.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- increase staff's knowledge and understanding of the Foundation Stage Curriculum to improve the quality of teaching and children's learning
- improve the partnership with parents to ensure they are fully informed about their child's progress and can share and become involved in their learning
- develop systems for monitoring and evaluating the educational provision and secure a clear focus for future improvements in children's learning.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)