



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 140855

DfES Number: 514898

INSPECTION DETAILS

Inspection Date	29/03/2004
Inspector Name	Susan Victoria May

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Jack in the Box
Setting Address	Scouts Headquarters Clay Lane, Wendover Aylesbury Buckinghamshire HP22 6NS

REGISTERED PROVIDER DETAILS

Name	The Committee of Jack in the Box 1038378
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ORGANISATION DETAILS

Name	Jack in the Box
Address	22 Castle Park Road Wendover Aylesbury Buckinghamshire HP22 6AF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Jack in the Box Pre-school has been open since 1994 and serves the needs of families in the surrounding area. They operate in the Scout Hut in Wendover. This is a single storey brick built building, with an enclosed play area.

The pre-school is open Monday to Friday from 09:00 until 12:00 during term time.

The provision accepts children aged two and a half to five years; of these five are funded four year olds and nineteen are funded three year olds. The setting is able to support children with special educational needs and for whom English is an additional language.

Seven staff work directly with the children. There are two supervisors who hold appropriate qualifications in childcare, one member of staff is currently working towards a childcare qualification and three assistants. All staff hold first aid certificates.

The group receives advice and information about available training courses from Buckinghamshire Early Years Development and Childcare Partnership.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Jack in the Box Pre-school is of good quality and children are making generally good progress towards the early learning goals with some very good aspects.

Teaching is very good. Staff use a range of strategies to help children progress through the stepping stones towards the early learning goals. Effective planning leads to consistent teaching, however, children do not have sufficient opportunities to develop reading skills through listening and responding to stories. Mathematical and personal, social and emotional development is very good. Children are confident, happy and secure, eager to participate in activities. Staff provide excellent opportunities for children to develop their knowledge and understanding of the world through topic work and planned and everyday activities. Children are provided with a variety of creative activities, ensuring they have the opportunity to express their ideas in art and design and explore a range of materials.

A thorough assessment system is used well to check and record children's progress towards the early learning goals. Children behave well in response to the high expectations and sensitive support of staff. Very good systems are in place to effectively support children with special needs and for whom English is an additional language.

Leadership and management is very good. A strong staff team provide a caring, stimulating environment to support children and help them learn. Areas of practice are assessed, monitored and evaluated on a regular basis. Continuing professional development of staff is actively encouraged.

Partnership with parents and carers is very good. Positive support from parents contributes well to the children's learning. Parents are kept informed about the setting's activities and educational curriculum via a range of media, verbal exchanges, newsletters and notice boards. Staff share their observations and records about the children with parents and regularly discuss their progression.

What is being done well?

- Children are happy, secure and curious; they are able to interact with staff confidently expressing personal preferences and making independent choices.
- Staff provide very good opportunities for the children to extend their knowledge of the environment and the wider world through topics, planned activities and events.
- The children get pleasure from the variety of creative opportunities and develop their skills in cutting, sticking, painting and drawing. The children's work is valued.

What needs to be improved?
<ul style="list-style-type: none">● develop children's early reading skills by providing regular opportunities to listen and respond to stories.

What has improved since the last inspection?
<p>All issues raised at the last inspection have been addressed.</p> <p>Parents are notified of the education curriculum and topic in advance and are encouraged to support the children's learning by contributing relevant items which the children discuss and show at group time.</p> <p>Effective planning ensures children are provided with and have access to a wide range of resources on a daily basis. This provides enjoyable activities to help children consolidate and improve their skills in most areas of learning.</p> <p>Staff are better able to support and stimulate children's learning by increasing their knowledge and understanding of the early learning goals, adapting and improving practices and trying new methods to develop children's progress through the stepping stones.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, happy and secure, eager to participate in activities. They exhibit good concentration skills. They confidently express their needs and feelings and relate well to each other and adults, showing consideration and support. Staff have high expectations of behaviour and children respond appropriately. Staff ensure children's self-esteem is fostered and provide many opportunities, for example getting ready for outside play, to promote independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are articulate speakers who engage easily in conversation; they interact well with their peers and staff, asking questions to gain information. Children use and attempt writing for different purposes and are beginning to form letters. They recognise their own names and letter sounds and many of the children can write their name. A range of books is available, however opportunities are missed for children to listen and respond to stories to develop their early reading skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident with numbers and counting and can recognise some written numbers. Opportunities are provided to reinforce and develop counting skills during everyday activities, for example at snack time. Children are developing an understanding of addition and subtraction and staff use rhymes to reinforce learning. Children use comparative and positional language and recognise simple shapes. Practical activities provide opportunities for children to develop their problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Through planned topics, simple experiments such as 'what floats/sinks' and daily activities staff develop children's confidence in exploring and investigating. Children have good opportunities to question why things happen and how things work through interest tables and individual and group work. Opportunities are made for children to talk about past and present events in their own lives. Children can talk knowledgeably about their environment and the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to follow good hygiene practices and demonstrate a clear understanding of their bodies and the importance of remaining healthy, taking appropriate actions to keep warm or cool. The provision and planned use of appropriate resources indoors and outdoors extends and consolidates children's physical skills on a daily basis. Children demonstrate increasing control and safely handle tools, objects and malleable materials .

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in adult led songs and rhymes. They are encouraged to express their imagination through a range of planned activities including role play and music. Children have the opportunity to learn new techniques and staff demonstrate and explain activities making sure children know what is expected of them. There are opportunities provided for children to explore and develop individual ideas in art and design using a variety of materials and tools of their choice.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- plan and organise activities to provide children with the opportunity to develop early reading skills through listening and responding to stories appropriate to their age and stage of development.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.