



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 120078

DfES Number: 514056

INSPECTION DETAILS

Inspection Date 03/03/2004
Inspector Name Anne Jacqueline Nicholson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Jack In The Box Playschool
Setting Address Parish Hall
Green Street
Sunbury-on-Thames
Middlesex
TW16 6RN

REGISTERED PROVIDER DETAILS

Name The Committee of Jack In The Box Playschool

ORGANISATION DETAILS

Name Jack In The Box Playschool
Address Parish Hall
Green Street
Sunbury-on-Thames
Middlesex
TW16 6RN

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 Playschool opened in the 1960's. It operates from a Parish Church Hall situated in Lower Sunbury. The setting subscribes to traditional early years teaching methods. There are two rooms in the hall building, kitchen facilities, toilets and a small fenced in outdoor area adjacent to the building and the car park. It serves families from the local community and surrounding areas.

There are currently 35 children aged from 2.5 years to 5 years old on roll. This includes 16 funded three year olds and 7 funded four year olds. Children attend for a variety of sessions. The setting supports a number of children with special needs and also children with English as an additional language.

The group opens five days a week during term time only. Sessions last from 9:00 am to 12:00 Noon, the group does not offer meals.

Eight staff work with the children (three providing regular supply cover). The majority of staff have a recognised early years qualification. All members of staff hold a current first aid certificate. The Playschool receives support from a Pre-school Learning Alliance Fieldworker and from the Early Years Childcare Services advisor.

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

How effective is the nursery education?

The provision for nursery education at Jack in the Box playschool is acceptable and of high quality. Children are making very good progress in all areas of learning.

The quality of teaching is very good and staff are generally confident in their knowledge and understanding of the early learning goals. Staff work well as a team and are aware of their individual roles. Children enjoy using a diverse range of materials and natural resources creatively on a regular basis. A broad range of activities are planned, for inside and outside, to provide a variety of enjoyable learning opportunities. Children's behaviour is good and consistently managed by staff. Children are developing their confidence and play independently taking turns and sharing. Children find out about their local community and are gaining an awareness of other cultures and beliefs. Staff are developing plans and strategies to ensure that children with special educational needs are effectively supported.

The leadership and management of the setting is very good. They are fully committed to maintaining and improving the quality of care and education for all children. Assessment and record keeping works well and ensures children's individual progress is recorded.

The partnership with parents and carers is very good. Parents are provided with useful information about the setting in documentation and on the notice board. They receive information about their children's progress through written reports and verbal communication. Parents provide information about the needs of their children and are warmly welcomed into the nursery to liaise with staff.

What is being done well?

- Children are positively encouraged to take turns and share. They display good behaviour and caring relationships for those around them. They are encouraged to develop their self-care and independence skills.
- Children are encouraged to develop their communication and listening skills during activities. They are encouraged to participate in songs, rhymes and story sessions.
- Children are provided with a wide variety of opportunities and materials to develop mathematical language and counting skills.
- Children are encouraged to explore, investigate and construct with a variety of natural materials and objects. Planning ensures that children gain an awareness and understanding of other cultures and beliefs.
- Partnership with parents is positively promoted and the setting provides information through newsletters and notice boards. They see how their children are progressing through written end of term reports.

- The setting ensures that the standard of care and education for all children is improved by reviewing documentation, practices and organisation.

What needs to be improved?

- Opportunities and resources for the role-play area.
- More opportunities for children to link sounds to letters by using a consistent phonic system.

What has improved since the last inspection?

The setting has made good improvements since their last inspection. At the last inspection the setting was to provide opportunities for children to develop, through practical activities, an awareness of number operations such as addition and subtraction, and use relevant language such as more, less, how many altogether. The group now plans activities on a regular basis to increase children's awareness of numbers. Staff use mathematical language and encourage children to add and subtract during everyday activities.

Provide activities that will stimulate children's curiosity as to why things happen and how things work. There are now a wider variety of planned activities and resources available.

Re-assess the activities provided for creative development to ensure children have many opportunities to explore texture, form and shape in two and three dimensions and to respond in a variety of ways using their senses; allowing children to develop imagination through art, music and dance. The setting now ensures that children have daily opportunities to develop their creative imagination through providing a wide range of freely accessible art materials for craft work and daily opportunities to participate using music and song.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, motivated and are developing their concentration skills. They take turns, share and behaviour is very good. Children display caring attitudes to each other. Children access resources provided by staff freely which encourages their independence. Children have daily opportunities to develop their personal care skills. They are developing an understanding of the local community, other cultures and the natural world through practical activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop their language for communication and thinking through a variety of activities including participation in songs and action rhymes. The book area encourages children to sit and 'explore reading' and staff read stories daily. Children have daily opportunities to develop their pre-writing skills using a variety of materials and activities. Children communicate confidently with their peers and adults.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children develop mathematical language and counting skills through a wide variety of daily activities. Counting and calculating are encouraged in a number of ways and during everyday situations. A wide variety of natural resources and objects are used to develop children's thinking. Children count confidently up to 10 and recognise the numerals 1 - 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to use a variety of materials and natural resources to be creative, to explore their senses and to construct with. Children use resources to develop an awareness of information and communication technology. There are good opportunities for children to regularly experience their local environment and explore aspects of other cultures

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop spatial awareness and confidence in moving from planned physical activity sessions, action songs and using a variety of resources both inside and outside. Children have opportunities to develop their gross and fine motor skills through the use of varied resources and activities. Children use a diverse range of tools and equipment on a regular basis.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have daily opportunities and a wide variety of resources available to develop creatively and they respond enthusiastically to these. Children are encouraged to use all their senses to explore and investigate and planning provides opportunities to do this both inside and outside. Children explore music and rhythms through using music tapes, action rhymes and songs.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration:
- Ensure that role play opportunities and resources are further developed.
- Ensure that there are regular daily opportunities, as well as a consistent phonic system, for children to link sounds to letters.

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.