



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 500109

DfES Number: 534394

INSPECTION DETAILS

Inspection Date 28/10/2002
Inspector Name Jannet Mary Richards

SETTING DETAILS

Setting Name Jack In The Box
Setting Address 16 Rosina Street
Manchester
M11 1HX

REGISTERED PROVIDER DETAILS

Name Mr Stephen Popoola

ORGANISATION DETAILS

Name
Address

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 |
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| Jack In The Box day nursery 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 majority of the children who attend live locally. There are four nursery base rooms, one of which is used for the three and four year old children. In addition, the dining area is used for some activities for periods during the day. A small garden which is accessed from the pre-school room, has grass and tarmac surfaces and is used for outdoor play. Registered since 1998, the nursery provides a day care service for up to 25 children aged between three months and five years. It is open each weekday from 7:30am to 6:00pm for 50 weeks of the year. There are currently 10 three year old children attending, of whom six are in receipt of the nursery education grant. There are no four year old children on the register at present. There are seven staff who work with the children, three of whom work part time with the three and four year olds, two have relevant qualifications, the third is working towards NVQ level three in early years care and education. The nursery has the support of an early years teacher employed by the 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 day nursery offers pre-school provision which helps children to make generally good progress towards the early learning goals. Children's progress in personal, social and emotional development is very good. Progress in communication, language and literacy, knowledge and understanding of the world, physical development, and creative development is generally good. Progress in mathematics is limited by some weaknesses. The quality of teaching is generally good. The staff respond well to the children, manage their behaviour effectively, and set appropriate challenges for them through focussed group work. The lack of activities and resources which can be freely accessed by children, however, restricts their opportunities to make choices and consolidate what they have learned during focussed activities. The children are likely to continue to make progress towards the early learning goals with their confident approach and provision of appropriate challenges in most areas. The lack of clarity in curriculum planning, however, which is not yet linked to assessment, means that progress towards the early learning goals is incidental, rather than planned. Leadership and management is generally good. The staff work hard to develop the provision, and accept new challenges readily. They are able to identify areas for development, though have not yet developed effective systems to support inexperienced staff in areas such as planning and assessment. Partnership with parents and carers is generally good and contributes to children's progress towards the early learning goals. Parents value the provision, and are made to feel welcome in the setting. The staff and parents have informal systems for sharing information about children's progress.

What is being done well?

- Good emphasis is placed on developing children's confidence, enthusiasm and positive disposition to learning. - Children are encouraged to be confident speakers and listeners, and use language well. - Staff are motivated and keen to develop the provision for the children, and their own skills and knowledge.

What needs to be improved?

- Understanding of the early learning goals for staff working directly with the children, to enable planning which has clear links to the goals and is based on what the children already know and can do. -An increased range of activities and resources to allow children to initiate their own learning experiences and practice and consolidate what they have learned during focussed activities. - Provision of resources and activities to enable children to develop an understanding of shape, space and measure, use simple technology, and develop imagination through role play.

What has improved since the last inspection?

Generally good progress has been made in response to the key issues identified at the last inspection. Children are now given more time to complete activities, and have some opportunities to return to activities during the day. More resources are available, in addition to focussed activities, which give children the opportunity to learn about their own, and other cultures. Some progress has been made in planning, which is now broadly linked to the early learning goals, however this needs further development to identify clear learning outcomes, linked to assessment of what children can do and the next steps in their learning. Overall staff have increased awareness of the early learning goals, however, key staff working directly with the children need to develop this understanding to enable more effective planning and assessment to take place.

SUMMARY OF JUDGEMENTS

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| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | |
| Judgement: | Very Good |
| Children are making very good progress in this area. Children are confident and motivated. They have many good opportunities to talk about feelings such as happy, sad, brave, through planned and spontaneous activities. The children are keen to explore and investigate, and have a positive disposition to learning. They relate well to each other and to staff and visitors. They have a good understanding of expectations and boundaries, their behaviour is well managed by a positive staff team. | |
| COMMUNICATION, LANGUAGE AND LITERACY | |
| Judgement: | Generally Good |
| Children are making generally good progress in this area. Children are good listeners and confident speakers, they communicate well with each other and adults, using language to question, explain, negotiate and express feelings. They show an interest in, and enjoy books, and are developing an understanding of how they work. They are developing writing skills and an understanding of letters and sounds through focussed activities, though rarely practice these skills at other times during play. | |
| MATHEMATICAL DEVELOPMENT | |
| Judgement: | Significant Weaknesses |
| There are significant weaknesses in this area. Children are making good progress with number skills. They count confidently to five and sometimes to ten, and can recognise some numbers. They use many good planned and spontaneous opportunities such as singing number rhymes, focussed activities and counting rocks on the rocking boat to practice counting. The children rarely have opportunities to learn about shape, space and measure , and are not often challenged to solve simple problems. | |
| KNOWLEDGE AND UNDERSTANDING OF THE WORLD | |
| Judgement: | Generally Good |
| Children are making generally good progress in this area. Children develop an understanding of the natural world and different cultures through activities such as collecting items from the nursery garden, and celebrating festivals such as Diwali. Children recall and discuss past events, and are beginning to develop an understanding of past, present and future. Children do not learn how to use simple technology due to a lack of resources. | |
| PHYSICAL DEVELOPMENT | |
| Judgement: | Generally Good |
| Children are making generally good progress in this area. Children use a good range of resources to develop large motor skills such as climbing, balancing, running, particularly during good weather when they play outside. Children enjoy well | |

organised music and movement sessions, moving rhythmically and negotiating the limited space around them well. They learn to handle tools and equipment such as pencils, sand moulds, toy tools through a range of activities.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. Children's enjoyment of music is fostered through music and song times, they express themselves by dancing and making up simple songs. Children learn about colour through planned and spontaneous activities such as identifying the colours of the cups at snack time. They enjoy using their imagination in many situations, though have few resources to support their role play.

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

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| 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. |

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| WHAT THE SETTING NEEDS TO DO NEXT |
| <ul style="list-style-type: none">- Develop a greater understanding of the early learning goals for staff working directly with the children, to enable planning which has clear links to the early learning goals and is based on what the children already know and can do.- Provide an increased range of activities and resources to allow children to initiate their own learning experiences in order to practice and consolidate what they have learned during focussed activities .- Provide more resources and activities to enable children to develop an understanding of shape, space and measure, use simple technology, and develop imagination through role play. |