

Jack In The Box Playschool

Inspection report for early years provision

Unique reference number	120078
Inspection date	24/05/2011
Inspector	Margaret Moffat
Setting address	Parish Hall, Green Street, Sunbury-on-Thames, Middlesex, TW16 6RN
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Type of setting	Childcare on non-domestic premises

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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

Jack in the Box Playschool was registered in the 1960's and is committee run playschool. It operates from a Parish Church Hall situated in Lower Sunbury. There are two rooms in the hall building, kitchen facilities, toilets and a small fenced outdoor play area adjacent to the building and the car park. The playschool opens five days a week during term time only. Sessions last from 9.00am until 12 noon. A maximum of 26 children may attend the playschool at any one time. The playschool is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

There are currently 32 children aged from two years six months to four years old on roll. The playschool is in receipt of funding. Children attend for a varied number of sessions. The playschool supports a number of children with learning difficulties and or disabilities and English as an additional language.

A total of eight staff work with the children on a full or part time basis. Of these five hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff ensure all children enjoy a range of interesting and stimulating activities to meet their individual needs and take account of their interests. Consequently children make good progress in their learning and development. Children freely make choices whether they play inside or out, however there are fewer activities on offer in the outside area. Children are safe and secure in the setting and most safety precautions are in place. There are effective systems in place to monitor and reflect on the strengths and areas for improvement and the setting continues to maintain good standards.

What steps need to be taken to improve provision further?

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

- ensure fire doors are free from obstructions
- develop further the outdoor area to include a wider variety of toys and activities to support children's learning in all areas.

The effectiveness of leadership and management of the early years provision

The manager and most of the staff have worked in the setting for many years. They are a dedicated team who are fully aware of their roles and responsibilities.

There are effective systems in place to ensure the suitability of all staff. Annual appraisals assess staff ongoing suitability and identify training needs. Children are safeguarded as staff have a good understanding of child protection issues and how to proceed if they have concerns. Risk assessment records are in place and are reviewed on a regular basis. Daily checks ensure all areas of the setting are safe and secure for the children. There are suitable emergency evacuation procedures in place and children become aware of their own safety through being involved in these. However, one of the fire doors had display boards in front of it and this limits its use in the event of an emergency.

Staff set up the setting before children arrive and ensure activities indoors cover all areas of learning. The introduction of trolleys provides children with opportunities to self select what they wish to play with. Staff make good use of display boards to support children's learning. For example number boards, alphabet boards, positive images of the wider world and people who help us. There is a good range of toys and resources to promote inclusion and parents are invited into the setting to talk to the children about their cultures and traditions. Visitors such as the librarian and person with a selection of mini beasts are invited into the setting to talk to the children, helping them gain an understanding of the world around them. The manager has addressed most of the areas for improvement indicated in the self evaluation and all recommendation made at the last inspection. They seek the views of staff, children and parents to help complete on going evaluation and are currently taking part in the Surrey Quality Assurance Scheme. This shows a positive attitude towards continuous improvement.

Staff obtain detailed information about each child's welfare, learning and development needs. They make observations and use these to plan activities to support individual learning needs and plot their progress along the areas of learning. Parents have access to their children's records at any time and also have annual meetings to discuss in full their children's learning and development. Communication books are used as a two way flow of information were parents are encouraged to write about their children's learning at home and provide photographs for their profiles. There is always a staff member available to discuss individual issues with parents. Parents report they are very happy with the service provided. They particularly like the introduction of the communication book, how experienced and knowledgeable the staff are and the warm welcome children receive when they arrive in the morning. There are effective systems in place to liaise with other agencies involved in the children's care and learning such as speech therapists. The manager visits the local schools the children will move on to and shares information with them and they also visit the setting. This helps promote consistency in children's care and learning.

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

Children are happy and content in their environment and most leave their parents with ease and settle quickly choosing the activities they wish to play with from the good range available. Staff are on hand to support children who find it difficult to

settle and sit with them and engage them in activities and chat to them until they are happy. Good relationships are evident. Children behave well and are polite, saying excuse me or asking other children if they could please move out the way so they can fly planes through the square. Children show kindness to each other for example holding another child's hand as they cross the balancing beam. Children benefit from the consistent praise and encouragement they receive from staff which helps develop their confidence and self-esteem.

Children develop useful skills for their future lives. They learn about recycling and bring in items from home to use in junk modelling and when playing at shops. Children are competent in their use of the computer. They select the programmes they wish to play with and confidently ask staff to load these and show good mouse control as they move around the screen following the instructions. They are aware of the timer system in place and inform visitors that this is to let them know how long they can play on the computer. Children enjoy craft activities as they make their own creations with the materials available. Younger children enjoy cutting and sticking different types of paper onto paper plates. Older children make hats with the paper plates and confidently ask staff for help as they put ribbons on them. Children proudly show other staff their creations and smile with delight as they are praised for their efforts. Children have opportunities for mark making and older children label their own work. Children take part in small group story time where they have opportunities to use props to act out the story as it is read by staff. For example 'little red riding hood' the children have opportunities to be red riding hood as they dress up in the red cape. This encourages their imagination and develops their language skills. Children solve problems as they complete puzzles and have opportunities to develop simple calculation skills through number songs and counting activities at the snack table. They use mathematical language as they talk about items being heavier as they are involved in weighing activities. The use of open-ended questions and staff's ability to model thinking ensures all children make good progress and develop a positive attitude to learning. For example as they make paper aeroplanes staff ask the children what makes them fly, which way is the wind blowing, how do you know when the wind is blowing. Children enjoy being outside in the fresh air and have free flow access to this area. They make paper planes and have fun as they try and fly them through the square on the frame and run around as if they are flying. As they play in the sand they ask for water to make the sand wet so they can make sand castles. Although staff set out a number of toys and activities daily in the outside area these are not sufficient to promote children's learning in all areas.

Children are helped to develop independence in their personal hygiene. They wash their hands with little prompting and are aware to put the paper towels in the bin. Children serve themselves with drinks and healthy snacks of fruit. Parents provided the fruit for the snacks and there is always plenty of variety to choose from and this helps develop children's understanding of a healthy eating and the different fruits and vegetables that are available. Snack time is a social time where children chat to each other and staff. Visual displays boards are used as an aid to help children develop an understanding of being healthy. Children have opportunities to develop their physical skills as they take part in music and movement activities and the hall is set up with large play equipment such as balancing beams and climbing frame. Children take part in activities such as road safety and talk about making

the balancing beam safe for others to walk across. This further shows children's awareness of their own safety.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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