

# Jack in the Box at Yewtree

Inspection report for early years provision

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**Inspection date** 07/11/2011  
**Inspector** Jane Mount

**Setting address** Cattsdell, Hemel Hempstead, Hertfordshire, HP2 5SF

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**Type of setting** Childcare - Non-Domestic

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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 at Yewtree is privately owned and registered in May 2011. The joint owners also have a nursery in Kings Langley, Hertfordshire. The provision operates from a purpose-built single-storey building in the grounds of Yewtree Primary School, Hemel Hempstead, Hertfordshire. It has sole use of a large room, a smaller room and associated facilities, including toilets, a kitchen and an office. All children share access to a secure enclosed outdoor play area.

The setting is open Monday to Friday during school term times. Sessions are from 9am to 12noon and 1pm to 3pm. The nursery also offers a breakfast, lunch and tea club. The breakfast club operates from 8am to 9am, the lunch club operates from 12noon to 12.45pm and the tea club operates from 3pm to 4pm. Children are able to attend for a variety of sessions, including all day. The nursery also offers care to children aged over five years to under eight years during summer holiday playschemes and during the breakfast, lunch and tea clubs.

Jack in the Box at Yewtree is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. It is registered to care for a maximum of 26 children under eight years, with none under the age of two years. There are currently 45 children on roll, including children who receive government funding for early years education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Jack in the Box at Yewtree employs six members of staff and the majority of the staff team hold early years qualifications to National Vocational Qualification level three or above. The managers have Early Years Professional Status (EYPS) and Qualified Teacher Status (QTS).

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting provides a high quality service where children flourish in a dynamic, inclusive and child-centred environment. Highly effective partnerships between the nursery, parents and other agencies significantly contribute to the setting's knowledge of individual children to ensure their needs are fully met. A committed, motivated staff team effectively implement the setting's policies and procedures to ensure children's welfare is fully safeguarded. Children are making excellent progress towards the early learning goals as their learning is fully promoted. Strong leadership, rigorous monitoring of practice, including self-evaluation, demonstrates the setting's commitment to continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person

should consider:

- continuing to use a quality improvement process, such as self-evaluation, to monitor and extend highly effective practice, to ensure continuous improvement.

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding children are robust, with rigorous recruitment and vetting processes in place. All staff have an excellent understanding of how to protect children and safeguard their welfare through training, and a highly informative safeguarding policy ensures they fully understand their roles and responsibilities if they did have a concern. Children's safety is paramount and staff are vigilant, with effective measures in place to keep children safe. Systematic and highly effective risk assessments, including daily checks, ensures the environment remains safe at all times, with any potential hazards identified and minimised immediately. The security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised.

Comprehensive policies and procedures are used effectively by staff to protect children, promote their well-being and to support all to develop to their full potential. All required documentation to ensure the safe and efficient management of the setting is in place. The setting is committed to fully implementing the Statutory Framework for the Early Years Foundation Stage and this is reflected in their outstanding practice. Staff are guided by a strong management team who strive to provide a high quality service. High levels of support are in place for staff and this raises the commitment and dedication of the staff team and creates a happy, secure environment for all. Continuous professional development is positively encouraged and staff regularly attend early years courses and workshops, both external and in-house, to ensure they are well-informed practitioners. The setting closely monitors itself to assess the quality of the provision. They are proactive in seeking feedback from parents through the use of questionnaires, and an effective self-evaluation system is used to systematically identify the setting's strengths and areas they wish to develop further. The setting aims to continue to actively use this as a way of ensuring continuous improvement in the future. They are also in the process of completing the Hertfordshire Quality Standards (HQS), which is a county-led accreditation scheme.

Exceptional good use of space, resources and effective staff deployment ensures an enabling environment that is safe and fully inclusive. All children and their families are valued and included. Excellent partnerships with parents and carers contribute significantly to children's well-being and ensure their care and learning needs are fully supported. Staff are forthcoming in exchanging information with parents and children quickly settle in the nursery environment as their individual needs are fully met. The setting actively promotes equality of opportunity and is proactive in working with parents and other agencies to support and meet the needs of individual children. Highly effective links have been forged with the local

school, thereby supporting children's transition to school and ensuring continuity and the full integration of care and learning.

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

The nursery has a highly welcoming, child-centred environment that enables children to become independent and enthusiastic learners. Staff are successful at motivating children to capture their interest and arouse their curiosity because they are enthusiastic themselves. The daily routine has a balance of adult-led and child-initiated activities to cover the six areas of learning. Children's progress is closely monitored through highly effective observation and assessment systems and the information gained from these is used to plan the next steps in a child's learning. Staff enrich the experiences for all children with well-planned activities and play experiences that take account of individual children's interests and developmental stages. Consequently, all children's learning needs are identified and catered for and they are making excellent progress towards the early learning goals. Children quickly become engrossed in a range of purposeful and developmentally appropriate resources and activities which provide high levels of stimulation and challenge.

Children arrive happy and quickly settle and engage in activities. Their independence skills are encouraged as they can freely access the environment. They confidently go to the toilet on their own or put an apron on to participate in an art activity. Children take an active role in snack time and know when it is tidy-up time and keenly help to put away resources. They have regular opportunities to experience music, imaginative play and explore varied art media on a daily basis. They share ideas and thoughts and enjoy using their imaginations. Children listen and respond with great excitement when looking at books and listening to stories. They have many opportunities to make connections and relationships with numbers, shapes and measures. Children confidently match and sort objects and learn about volume through filling containers when playing with sand or water. Children learn about the wider world and about other cultures and religions and staff promote a positive awareness of diversity through discussion and many activities. Children have extensive opportunities to talk about their families and home life and to learn about the local community, for example, by experiencing visits from the local fire brigade.

Staff implement highly effective strategies to promote and safeguard children's health. Children learn to take responsibility for washing their own hands, flushing toilets or wiping their noses and disposing of tissues appropriately. Healthy eating is promoted and children learn about the benefits of eating fruits and vegetables and enjoy activities such as 'growing week' when staff, parents and children successfully planted and grew a variety of vegetables in the nursery garden. Plenty of fresh air and exercise keeps children fit and develops their confidence in all aspects of physical development. They are able to move with control and coordination as they manoeuvre around obstacles when riding bikes. They develop hand to eye coordination when throwing balls and confidently climb, balance, and jump. Exceptional use is made of the outside play area.

Children demonstrate a strong sense of security and are confident and self-assured in the setting. Positive relationships between staff, children and parents enable children to feel secure. Children's understanding of keeping safe is evident and staff help children gain an awareness of keeping themselves safe as they explain and practise simple procedures, such as not running when indoors in case they fall and hurt themselves. Children keenly participate in regular fire drills and therefore learn how to stay safe in an emergency. Children's behaviour is exemplary. Staff are excellent role models and empower children to take responsibility for themselves as they learn to listen, share, take turns and be kind to others. Praise and encouragement from staff ensure children develop high levels of self-esteem.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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