

Jack In The Box Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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 Nursery registered in 2011. The setting is privately owned and operates from a designated room within the newly purpose built Children's Centre in Long Stratton. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

Jack in the Box Nursery opens Monday to Friday all year round, between the hours of 8am and 6pm. Children may attend for sessions in the morning or afternoon, or for the full day. The provision is registered to provide care for 16 children under the age of eight years and is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides funded early education and supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs three members of child care staff. All of these hold appropriate early years qualifications and one holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This nursery provides children with an exceptional level of care and support. Children are making excellent progress in their learning and development, supported by well-qualified, caring and highly motivated staff. Staff work very well as a team, with an experienced and enthusiastic manager and clearly recognise the uniqueness of every child. Highly effective relationships with parents have been firmly established. Self-evaluation is rigorous, involves all staff and parents and successfully identifies the strengths of the setting areas and areas for further development. Capacity to improve further, is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing opportunities to work in partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care
- developing the outdoor area to provide a rich and varied environment to support children's learning and development

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding and protecting children. Staff and students thoroughly understand their roles and responsibilities and know the steps they should take if they are concerned about a child in their care. There are robust recruitment and vetting procedures in place and valuable appraisals systems which encourage the continued, professional development of all staff. Risk assessments for the nursery are comprehensive and reviewed regularly. Detailed daily checks further ensure the children's safety and as a result, children play in an environment which is safe and child-centred. Exemplary, well-organised documentation is in place. Full details are obtained about each child to support their welfare and development. Policies are reviewed regularly and these are clear, comprehensive and readily available to parents.

The highly dedicated staff are experienced and well qualified in early years childcare. All children are encouraged to move around the nursery freely and engage in challenging activities, promoting their feeling of safety and security. Resources and equipment are clearly labelled and accessible to all children, allowing them to make choices about their learning.

The nursery manager and staff have a very clear vision for the future and demonstrate an inspiring commitment to continuous improvement. Through effective use of their self-evaluation procedures and parental questionnaires, they are able to monitor and very thoroughly, evaluate the quality of the provision. Whilst they have excellent, trusting partnerships with parents and other agencies involved with the children, they still need to develop continuity of care with other providers who deliver the Early Years Foundation Stage to the children in their care. The relaxed and friendly way that daily information is exchanged between staff and parents, ensures that children's changing needs are consistently met. Parents expressed very positive views of the nursery during the inspection and in the questionnaires. Comments included, 'comfortable atmosphere' and 'the staff and environment are excellent'.

The nursery promotes excellent inclusion practice with a very positive attitude and approach to diversity. The staff actively supports and embraces children with special educational needs and/or disabilities and children for whom English is a second language. Additional equipment is sought when a child has specific needs and staffing is arranged to ensure each child is supported in play and learning. Every child's home background and differing needs are acknowledged and children are encouraged to appreciate each other as individuals.

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

Children are provided with excellent opportunities to participate in exciting and fun activities, that enable them to explore learning across all areas. They enthusiastically make choices and show high levels of independence, curiosity and

imagination. The quality of teaching is high and staff work closely with parents to establish children's starting points and their likes and dislikes. Children are becoming excellent communicators because staff actively promote the children's language and early literacy skills. Following a trip to the local library, children have a heightened appreciation of books, as they talk about books together, ask their friends to read to them and involve staff in their talk. They practise their mark making skills in their imaginary role play in the 'library' and in a designated writing area. Staff have an excellent knowledge of children's needs as they observe, discuss and record information on a daily basis. Key-workers use information from observations to plan activities and learning experiences which will promote the next steps in each child's learning and development.

The children have excellent opportunities to access a wealth of resources in the nursery. There are baskets of natural objects, such as, fir-cones and wood, to explore and create with magnets to investigate and trays of sand and oats to play with. In all these activities, children are enthusiastically supported and challenged by staff as they ask questions and introduce appropriate vocabulary. Children are able to explore their emotions as they use masks displaying different emotions. "Hello, are you happy?" a child asks the adult. The children discuss being sad and what makes them worried or cross. The children suggest their ideas and are reminded how to keep safe from harm. The children have access to an enclosed play area which offers opportunities for fresh air and exercise, as well as outdoor learning. The children have challenges, such as, stepping stones to master and large toys to play with. The nursery have identified the garden as being the next area for further development and plans are in place for a work day with parents. Staff are designing the new area to include a sensory garden, water feature and large sand pit, along with somewhere for the children to be able to grow plants themselves.

Children display high levels of confidence and self-esteem and are developing an understanding of other people's needs. They learn to share, take turns and respect each other and behaviour is excellent. They are beginning to develop an understanding of the wider world as they have opportunities to explore each other's home backgrounds and cultures, through food, toys and other languages. The children have excellent opportunities to learn how to stay safe as they regularly engage in emergency evacuation procedures and learn about road safety as they enjoy a walk to the library. All children are very aware of the need to wash hands after toileting and before eating. "You can't sit down yet - you haven't washed your hands," one child tells his friend before lunch. The children are developing a significant understanding of healthy eating through topic work and discussion with staff. The nursery provides a healthy and nutritious variety of snacks and meals. Snack and lunch times are very sociable, with the children showing high levels of independence as they pour their drink from a jug and peel bananas. The children have a strong sense of responsibility as they help to clear up spills and eagerly help to tidy away their toys.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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