

# Jack in the Box Nursery (Nuneaton) Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY433713
<b>Inspection date</b>	06/03/2012
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Jack in the Box Day Nursery Ltd is privately owned and managed. It first opened in 1990 and was re-registered by Ofsted under new ownership in 2011. It operates from a converted three-storey house in Nuneaton, Warwickshire. The nursery serves the local area and has links with local schools. The nursery is accessible to all children at ground floor level and the first floor level accommodates the baby and toddler rooms. The second floor is not used for childcare purposes. There is a fully-enclosed area available for outdoor play.

The nursery opens Monday to Friday from 8am until 5.45pm for 51 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 39 children in the early years age range may attend the nursery at any one time. There are currently 75 children attending who are within the early years age group. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy in this nursery and keen to explore the activities on offer. Older children have regular access to the outdoor area on a daily basis. All children are fully safeguarded as staff are fully aware of their responsibilities in the event of a child protection concern. Most potential hazards have been identified and minimised. Staff provide an inclusive service to children and their families. The staff are currently working together identifying their strengths and addressing their identified areas for improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure all reasonable steps are taken to ensure the safety of children in the rear garden, with specific reference to the rabbit play pen area (Suitable premises, environment and equipment, also applies to both parts of the Childcare Register)

22/03/2012

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

- improve the opportunities for the younger children to play outside.

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

The manager and staff work very well together as a team. They have good knowledge and understanding about the procedures they must follow in the event of a child protection concern. This includes their responsibilities if an allegation is made against a member of staff working on the premises. Senior staff are also clear about disciplinary procedures. Therefore, children are fully safeguarded. The nursery has robust recruitment procedures in place to check staffs' suitability to work with children. Effective staff deployment ensures children are effectively supported in their learning as well as being supervised at all times. Written risk assessments identify how potential hazards have been identified and minimised to keep the children safe. However, in the rear garden there is a potential hazard which has been overlooked. For example, around the rabbit play pen there is a fence which has four large screw bolts sticking up at ground level. Therefore, children's safety in the garden is not fully assured. Older children have opportunities to play outside in the fresh air throughout the day. However, arrangements for the very young children to go outdoors are less effective. As a result, younger children's health is not always most effectively promoted.

Staff are aware of the benefits of establishing purposeful links with practitioners where children attend more than one setting. They have procedures in place to help children through the transition between nursery to reception class. As a result, this ensures information is shared more readily and used to promote children's achievements. Staff have completed a range of training workshops to complement their existing early year's qualifications. All staff are keen to improve the quality and standards of the provision for children, taking time to discuss their practice during staff meetings. They are actively using a self-evaluation process which identifies their priorities for the future. For example, they have recently implemented changes which have improved the children's learning opportunities in problem solving, number and reasoning. Methods are secure in ensuring that the needs of children with English as an additional language or special educational needs and/or disabilities are met.

Secure relationships are developed with parents and carers. This means that they are well informed about the nursery and are able to share quality information about their children's needs. Parent's knowledge about their children's stage of development is valued by staff. For example, staff share the children's learning journals which identify their next steps in the learning and invite parents to make comments on what they have observed at home. Parents readily share with the inspector how happy they are with many aspects of the nursery. For example, they state how well they have been personally supported by the staff and they feel the staff develop warm and nurturing relationships with their children. Parents also state their children are always excited about the day ahead on 'nursery days'.

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

All staff have a competent understanding of the Early Years Foundation Stage and how young children learn. Key workers know their individual children and preferred learning styles very well indeed. Flexible planning ensures that children receive a good balance of adult-led and child-initiated activities across the six areas of learning. Many of the activities include first hand experiences, such as preparing their own fruit at snack time. Staff undertake planned and spontaneous observations of the children's learning and assess their current stage of development. This information is then used to ascertain their next steps in their learning journey. Therefore, children are making good progress across all areas of their development.

Children's personal, social and emotional development is securely enhanced. Children of all ages are encouraged to be kind, considerate and play with one another. During a singing session they are helped to build relationships by working with a partner. For example, they are encouraged to hold hands and rock back and forth to the song 'row, row, row your boat gently down the stream'. Children enjoy this type of learning smiling and laughing with one another. Good behaviour and children's achievements are acknowledged regardless of how big or small they may be. For example, babies are praised for pulling themselves to standing position and older children are praised for helping to care for the nursery's pet rabbit. Therefore, the children feel confident in their surroundings and feel good about themselves. Children's communication, language and literacy skills are promoted well in this nursery. Books are regularly used and enjoyed by the children throughout the day. Children readily access a good range of books to read alone, with their peers or to listen to a story read by a member of staff. Parents are provided with opportunities to loan books from the nursery to share with their children at home. Children also participate in events, such as world book day where they bring in their favourite book to share with their friends. In addition in the play rooms words for fruit and numbers in a variety of languages are on display. Therefore, children are learning that print carries meaning.

Children can be well cared for at times of minor accidents as almost all the staff hold valid first aid certificates. The first aid boxes are appropriately located for easy access and the stock is monitored and replenished when items have been used. Thorough procedures are in place for the administration of medication and parental consents are obtained prior to each medication being administered. Children learn good practices with regard to hygiene routines and their own personal care. They enjoy a variety of healthy snacks and meals which effectively consider their nutritional needs. For example, at snack time they enjoy a good range of fresh fruit and a drink of milk or water. As a result, children's health needs are promoted. Children learn about their own safety in the event of an emergency. For example, they regularly participate in the practising of the emergency evacuation procedure. Written evacuation procedures are displayed in appropriate locations throughout the nursery for all to see. As a result, the safety of visitors, staff, parents and their children is enhanced

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report.(Suitability and safety of premises and equipment) 22/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 22/03/2012