

Jack in the Box

16 Rosina Street, Higher Openshaw, Manchester, M11 1HX

Inspection date	02/11/2012
Previous inspection date	03/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, eager and motivated to learn. They display high levels of independence and curiosity and have strong, close relationships with the staff and each other.
- All staff have a secure understanding and awareness of the educational programmes and how young children learn. Competent staff support all children in making good progress in relation to their starting points.
- Key persons are skilled and sensitive and help children to form secure emotional attachments.
- Staff effectively support children in their next steps of learning in order to prepare them for their transition into school.
- Systems for monitoring staff are focused and the programme of professional development is consistently targeted to ensure that the provision continues to improve on their already good practice.

It is not yet outstanding because

- Strategies to engage all parents and involve them in their children's learning are less well developed to ensure continuity of learning and development for every child in their care.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four play rooms and outdoor learning environment.
- The inspector held meetings with the manager and deputy manager.
The inspector looked at various documents, including policies and procedures,
- children's assessment records, recruitment procedures and self-evaluation documentation.
- The inspector took account of the views of several parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

Jack in the Box has been registered since 1998. It is a privately run nursery situated in the Higher Openshaw area of Manchester. The setting is based in a converted bungalow in a residential area. Children are cared for within four playrooms. There is a secure enclosed area available for outdoor play. The setting is open five days a week from 7.30am to

5.45pm all year round. Children attend from the local community and surrounding areas.

There are currently 37 children on roll, all of whom are within the early years age range and attend for a variety of sessions during the week. The setting supports children with special needs and/or disabilities and those who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 13 members of staff employed who care for the children, of these, one holds an early years qualification at level 6 and nine hold an early years qualification at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop and review strategies to engage all parents in their children's learning to further improve the continuity of children's education and care.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is rooted in a good knowledge of the Early Years Foundation Stage and a comprehensive understanding of how children learn. Practice throughout the setting is consistently good and in some instances outstanding. As a result, children's individual needs are consistently met and they make good progress in relation to their starting points. Children are well prepared for school and their next stage of learning. Staff consider children's individual interests and needs when planning continuous provision areas and adult-led activities, based on their knowledge of children's prior learning. As a result, children are enthusiastic and motivated to learn. Staff complete accurate observations and assessments of children and use these effectively to plan suitably challenging activities. The learning environment is well organised into areas of continuous provision and planning links to the seven areas of learning to ensure children have access to a broad and balanced curriculum. Children learn through opportunities to explore and investigate. For example, babies explore the textures and smells of treasure basket resources and investigate the sounds of musical instruments. There is a strong focus on helping children to acquire personal social and emotional skills and supporting their physical and communication and language development.

Staff develop children's communication and language skills through regular conversations and skilful interactions and questioning. Babies develop their understanding and speaking skills as they stop and look when they hear their name and practise speech sounds to

communicate with their key person. Young children's language skills are supported by enthusiastic, interested staff who listen carefully to children and repeat words and phrases to extend their vocabulary. Staff challenge older children to think and recall past events in order to consolidate their learning. For example, staff ask children what they can remember about their recent autumn walk and they recollect in detail that they found leaves of different colours and shapes, acorns, conkers and twigs. Older children benefit from the print rich environment and varied writing experiences that support them in their understanding of reading and writing for a purpose. Children who speak English as an additional language are well supported by staff who model single words and name objects to develop their English vocabulary.

Staff help children to socialise and understand and respect the feelings of others. This is done through sensitive explanations, such as talking to children about sharing toys and discussing how their actions affect other children. Their physical skills are promoted through daily morning exercises and access to the outdoor environment. Children enjoy riding wheeled toys, running, jumping and climbing which develops their coordination and large muscle control. They develop their fine motor skills as they use a wide variety of small tools, such as scissors, pens, pencils, paintbrushes and glue spreaders. Children's needs are further enhanced through strong, close and effective partnerships with parents. They provide staff with information of children's starting points on entry which relate to their children's development, routines, likes, dislikes and interests. Staff involve parents in children's learning journals and encourage parents to contribute to them. They value their opinions and support and share information about how they can help their child's learning through simple activities at home. However, strategies to engage all parents in their children's learning are less well developed to further improve continuity of learning for every child in their care. Parents are given daily feedback about what their children have been doing and regularly review children's progress. They receive regular information through daily conversations, newsletters and an informative display board.

The contribution of the early years provision to the well-being of children

Skilful interactions and positive relationships between staff and children ensure that children form strong, secure attachments. Babies are looked after by loving, caring key persons who intuitively understand and respond to their physical and emotional needs. For example, they are cuddled and comforted if upset and spend quality times with their key person as they enjoy singing rhymes and listening to their favourite stories. Older children are encouraged to be independent as they select their own resources from the broad range of activities and resources on offer. Children initiate their own learning through exploration and investigation and staff use their skills and knowledge to challenge their thinking further. Children are well-settled in the setting because staff have a thorough knowledge of their likes, dislikes and routines. Children confidently seek reassurance and support from staff if they need help or comfort.

Children's health and self-care is well promoted through good hygiene practices throughout the setting. The accessibility of hand washing facilities, access to tissues, wipes and soap ensure children are competent at managing their own personal needs independently. Children enjoy a variety of nutritious snacks, including fresh fruit,

vegetables and home-made meals and learn about the importance of exercise and fresh air. They confidently talk about how when they exercise their heart beats faster. Older children develop independence and social skills as they help each other with tasks, such as tidying up and setting the table at lunch time. Staff provide consistent clear boundaries to promote children's positive behaviour and as a result, their behaviour is good. Older children cooperate and collaborate in their play, taking turns and sharing fairly. Any minor altercations are managed in a sensitive and calm manner appropriate for individual children's development and understanding. Staff give high priority to keeping children safe within the setting. Detailed risk assessments and security procedures ensure children can develop and learn in a safe and secure environment.

Staff provide appropriate support to prepare children for their transitions to the next stage in their learning. For example, children moving rooms within the setting are given opportunities to make regular visits in order to become familiar with their key person, the routine and the environment. This has a significant impact on creating a seamless transition for the children and ensures that they settle well. Key persons meet with reception class teachers, prior to preschool children starting school. They share information about children's needs and their stage of learning and development to ensure continuity of learning and care.

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

Staff have a comprehensive knowledge of the educational programmes. Consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. The systems for performance management and monitoring of staff are a particular strength of the setting. Leaders and managers carry out regular appraisals and one-to-one supervisions to identify strengths and weaknesses of practice and areas for further professional development training. This ensures that staff continue to improve their knowledge, understanding and practice. Staff interactions are observed by the manager during adult-led and child-initiated activities and findings are fed back during appraisals. All staff are fully committed and motivated to further develop the quality of provision and practice and outcomes for children. Priorities for improvement are identified through the self-evaluation process and consistent monitoring of the environment. Parents' views are sought through the use of questionnaires and children are asked about what they like and don't like about the setting. Parents comment that the staff know their children very well and provide a welcoming, safe environment where children are happy and can learn and develop. Parents state that staff are very supportive and that children benefit greatly from the small, warm, welcoming, 'home from home' environment which they provide.

The manager clearly recognises the strengths and weaknesses of the provision which are documented in the self-evaluation audit. The drive for improvement is demonstrated by clear and successful action plans that support children's learning over time. All recommendations and actions from the last inspection have been positively addressed and implemented. For example, older children are now fully involved in the preparation of mealtimes which has had an impact on improving their independence skills. All staff have

a secure knowledge and understanding of how to protect and safeguard children. For example, there are robust policies and procedures for safeguarding, including strict guidelines on the use of mobile phones and cameras within the setting, clear recruitment and selection procedures and detailed risk assessments. Staff are aware of what to do and who to contact if there are any safeguarding concerns. They have completed safeguarding training and continue to access training in this area to ensure their knowledge and understanding is kept up-to-date.

The process for observation, assessment and planning is effective to ensure staff have an accurate understanding of children's skills and abilities. Regular discussions at staff meetings and monitoring of children's progress ensure that all children are achieving within their expected levels of development. Children with special educational needs and/or disabilities are consistently observed and monitored to ensure their individual needs are met and they continue to make progress in relation to their starting points. Staff work closely with outside professionals, such as educational psychologists, speech and language therapists and health visitors, to provide continuity of care and learning for children and to ensure that their individual needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	500109
Local authority	Manchester
Inspection number	819293
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	31
Number of children on roll	37
Name of provider	Stephen Popoola
Date of previous inspection	03/12/2009
Telephone number	0161 370 6465

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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