

Jack-in-a-Box Pre-School Bee'z Nee'z Out of School Club

Trinity Methodist Church, Radcliffe Street, Royton, OLDHAM, OL2 5QR

Inspection date

Previous inspection date

01/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- Staff are good role models. They are deployed well, use consistent boundaries and provide clear guidance for children about what is acceptable behaviour.
- The secure key person system helps children to form secure emotional attachments as they skilfully support them in their play. As result, they are well prepared for their transitions into school.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.

It is not yet outstanding because

- Opportunities for children to develop their imaginative skills outdoors are not yet fully embraced to show excellent practice.
- Arrangements for self-evaluation do not consistently include the views of parents to enable staff to use their comments to further enhance the good quality of the setting.

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 children's activities in the two main play areas and the outdoor environment.
- The inspector held discussions with the manager throughout the inspection and talked to children and key persons.
- The inspector looked at various documents, including policies and procedures, observation, planning and assessment arrangements and children's individual records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

Jack-in-a-Box pre-school Bee'z Nee'z out of school club is one of two pre-school and out of school clubs run by the Jack in a Box/Bee'z Nee'z organisation. The setting registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the

Childcare Register. It operates from the ground floor of Trinity Methodist Church in Royton, Oldham. There is an enclosed garden area available for outside play. There are currently 56 children on roll, 19 of whom are within the early years age group and the remainder are school-age children who attend before and after school. The setting receives early education funding for three- and four-year-old children. The setting opens between the hours of 7.30am to 8.30am and 12 noon to 6pm, Monday to Friday, during term time only. There are three members of staff employed who work directly with the children. Of these, one holds an early years qualification at level 5 and two 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:

- make more effective use of the outdoor environment to further develop children's imaginative skills, for example, by providing materials, such as boxes, lengths of fabric, crates and tyres that they can use in different ways
- build on existing arrangements for self-evaluation to consistently include the views of parents and act on and respond to their comments to help plan further improvements to the setting.

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. Staff are exceptionally skilful in deciding when to interact with children and when to value independent play. As a result, children's individual needs are consistently met and they make good progress in relation to their starting points. 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. Children whose starting points are below expected levels in some areas of learning continue to make good progress which demonstrates how staff are successfully narrowing the achievement gap for all children. Children's learning journey records contain a range of information, including observations, photographs and lovely examples of their work. This provides a clear picture of what children can do and therefore, accurately assesses their needs and the next step necessary for their continued development. The indoor 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. However, the outdoor area is mostly used for physical play and there are fewer opportunities for children to develop their imagination and explore resources that they can use in different ways.

Children learn through opportunities to explore and investigate. For example, they investigate how water freezes and melts, learn what happens when water is added to the sand and that when two colours of paint are mixed together they make a different colour. Children are excited by the activities on offer and squeal with delight as they discover new things, which keep them interested and motivated to learn. Staff use the 'All about Me' booklet to gather information from parents on entry which provides staff with a thorough understanding of children's developmental needs and helps them plan for future learning. Staff complete accurate observations and assessments of children and use these effectively to plan suitably challenging activities. Parents are kept fully informed of their children's learning and progress, through regular daily conversations and the two-way flow of written information in children's 'communication' books. They are effectively helped to support their children's learning at home as staff encourage them to take home resources to further develop children's knowledge and understanding. For example, children take home books, jigsaws and games to support their understanding of number and shapes.

Staff place a strong emphasis on helping children to acquire physical and communication and language skills and supporting their personal, social and emotional development. As a result, children gain the skills and abilities to prepare them well for school and the next stage of their learning. Children's personal, social and emotional skills are promoted effectively as staff teach them to share, take turns and play cooperatively. They choose their own resources from well-organised storage boxes of equipment which are stored at child height for easy access to promote their independence.

Children enjoy each other's company and lunch time is a social occasion. They chat happily to their friends and staff about their home and families and what they have been doing at nursery. Staff develop children's communication and language skills as they talk to children during daily routines and as they play. They ask open ended questions which support children to explain their ideas and successfully promote their creative thinking skills. For example, they ask, 'Why do you think we are putting water in the sand?' Children reply that 'the sandcastle won't work if the sand is dry'. The large exciting outdoor area provides a haven where children can practise their physical skills. They balance on stilts and stepping stones and develop their coordination skills and negotiate space as they ride wheeled toys in and out of cones. Their small muscle control develops as they use a wide variety of mark making tools, such as, pencils, pens, rulers and stamps and complete jigsaws. Children acquire good self-help skills because staff encourage them to be independent and manage their own personal needs appropriate for their age and stage of development.

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

Children feel very secure and settle extremely well on entry into the setting. Staff greet children and welcome them into the room ensuring that they feel valued and cared for. A

warm and nurturing environment is created in which children are fully supported by the consistent routines and the effective, trusting relationships with their key person. For example, children are eager and happy as they arrive at the setting, and run to their key person for a big hug. Children new to the setting are helped to settle exceptionally well by sensitive caring staff who intuitively acknowledge the needs and feelings of children and their parents.

Staff provide clear and consistent boundaries to help children's understanding of acceptable behaviour. They encourage them to be kind and helpful and teach them that their actions have an effect on others. Children willingly help each other to tidy up, for example, one child holds a box whilst another child puts the resources into it and they help each other to complete a jigsaw before putting it back on the shelf. They respond to lots of positive interaction from staff as they praise them when they achieve a task. As a result, their behaviour is consistently good.

Staff give a high priority to keeping children safe within the indoor and outdoor environment. Detailed risk assessments, daily checks and security procedures ensure children can develop and learn in a safe and secure environment. Staff teach children to keep themselves safe as they talk about road safety when out on walks, know not to run indoors and sweep up the sand so that 'nobody slips'.

Staff promote good health and well-being in a variety of different ways, for example, children have access to a large outdoor space where they enjoy the benefits of physical exercise and fresh air. Children bring their own packed lunches and staff encourage parents to provide healthy food for their children. They are provided with fresh fruit at snack time and have access to fresh drinking water. Children learn about healthy and unhealthy foods through discussions and topic work.

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

All staff have a secure knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures for safeguarding in place which are consistently implemented. Risks are managed well and staff have good knowledge of the safeguarding and welfare requirements. They are fully aware of what to do and who to contact if there are any safeguarding concerns. All staff have completed safeguarding training and continue to access training in this area to ensure their knowledge and understanding is kept up-to-date. As a result, children's safety is effectively promoted.

The manager has a good overview of the curriculum and staff provide children with a broad range of activities and experiences to help them successfully progress towards the early learning goals. Staff have a good knowledge of how children learn and plan activities according to their individual needs and interests. They assess children's development from their starting points and can see where their future learning needs lie. Observation and assessment of learning is accurate and precise and as a result, children continue to make

good progress across all areas of learning. Consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. The process for tracking children's achievements and progress is effective and ensures that any gaps in their learning are quickly identified and appropriate interventions sought when necessary.

Self-evaluation is good because it takes into account the views of all staff and comments from children. However, arrangements to consistently involve the views of parents are not yet fully embedded to enable staff to use their comments to further enhance the already good quality of the setting. The manager is generally aware of the strengths and weaknesses of the provision and constantly evaluates the environment and resources to ensure that children's needs are consistently met. Staff have made positive changes to the provision and practice since opening in order to improve results for children. For example, a new kitchen and replacement windows have been fitted, additional resources purchased to support children's interests and planning and assessment systems have been adapted to reflect the needs of the children. The long term development plan in place demonstrates the setting's shared vision for improvements for the future.

Staff demonstrate a strong commitment to their own professional development in order to develop their expertise, knowledge and skills. For example, one member of staff is currently studying for a BA Honours degree in Early Years and is working towards Early Years Professional Status and another is studying for the Early Years Foundation Degree. Staff effectively use the knowledge they gain and successfully translate it into practice.

Partnerships with parents, external agencies and other providers are extremely effective and make a very strong contribution to meeting children's needs. Staff liaise closely with the schools and nurseries which children also attend to ensure consistency of learning and care. Parents are very complimentary about the setting and staff. They say that 'children are happy, participate in a wide range of activities, are encouraged to make independent choices and well-prepared for school. They like the fact that children learn to socialise and become independent and that they are fully informed of their children's progress. They regularly recommend the setting to friends and relatives.

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
-------	-----------	-------------

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	EY451270
Local authority	Oldham
Inspection number	811440
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20

Number of children on roll	56
Name of provider	Gina Martine Chapman
Date of previous inspection	Not applicable
Telephone number	07760628833

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

