

Jack in the Box Nursery

East Berkshire Health Authority, Upton Hospital, Albert Street, SLOUGH, SL1 2BJ

Inspection date

Previous inspection date

10/10/2013

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

- Staff give good attention to supporting children's development in communication and language, by providing them with lots of opportunities to join in with conversations, songs and rhymes. Consequently, children become confident in listening and speaking.
- Babies and children show that they feel safe and secure because experienced staff are allocated to caring for them, ensuring every child makes good progress in their development.
- Staff give high priority to safeguarding children and providing a safe and secure environment for them to play and learn in. This means they are well protected and kept free from harm.
- Staff work very effectively with parents and their children. They give high priority to the sharing of information and involving them in the life of the nursery. This means children settle very well and parents have confidence in the staff who care for them.

It is not yet outstanding because

- Resources to further extend children's early writing skills are not always readily available in all areas of the nursery, particularly in the outdoor environment.
- Some opportunities are missed for children to gain independence as staff carry out tasks for children that they could do for themselves. For example, staff wipe older children's noses for them when they could be supported to do this for themselves.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the play rooms and the outdoor areas.
- The inspector spoke with the manager, deputy, staff and children at appropriate times during the inspection.
- The inspector looked at children's records of learning, planning documentation and evidence of suitability of practitioners working within the setting. She also sampled a range of other documentation.
- The inspector undertook a joint observation of an activity with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Julie Swann

Full Report

Information about the setting

Jack in the Box Day Nursery opened in 1992; it registered at these premises in 2004 and reregistered in 2013. It operates from a single storey building within the grounds of Upton Hospital in Slough. Children are cared for in four different rooms, which are used according to their needs and developmental stage. There are secure areas for outdoor play. The nursery serves the local community with priority given to health service staff working at the hospital. The nursery is open Monday to Friday for 51 weeks of the year. Hours of opening are from 7.20am until 6pm and children can attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. This nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. Children are accepted from three months of age. There are 22 members of staff. Of these, 15 hold appropriate early years qualifications at level 3 and three hold qualifications at level 2. The manager and deputy have foundation degrees. The nursery receives support from the local authority and is working towards the Bristol Standards Award.

What the setting needs to do to improve further

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

- extend the opportunities for older children to write for different purposes by providing more resources, particularly in the outdoor areas

- offer children further opportunities to gain independence by allowing them to carry out more tasks for themselves.

Inspection judgements

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

The manager and staff recognise that children learn through play and provide a stimulating and welcoming environment where children feel confident and secure. They have a good understanding of the learning and development requirements and how to engage and capture children's attention. Staff provide exciting and interesting experiences, which motivate children and enable them to take an active part in their learning. For example, children paint their hands brown and make 'leaves'. Children engage in conversations with each other and they talk about the changes in seasons. The staff use skilful questioning to enable children to confidently express themselves and be listened to, so their contributions are valued. This is effective in developing children's

communication, language skills and their personal, social and emotional needs. As a result, children show high levels of involvement and focus on activities for extended periods of time.

Children are able to select and play with a range of quality resources that they can access due to them being stored at child height. Babies' exploration and investigation of natural materials is enhanced through play. For example staff describe the textures of pine cones, such as 'bumpy' and 'prickly', encouraging babies to learn new words and link words to objects and shapes. Staff also demonstrate what things do, such as the paint brush, as they say 'Brush, brush, brush' and talk about how soft the bristles feel. Toddlers excitedly join in with action songs, such as 'Old McDonald had a farm' because staff show this is fun. Staff are enthusiastic and motivated, which reflects in children's own enjoyment in activities and their development of skills that help prepare them for their next stage of learning, such as school. Children use various tools and media to make marks with, such as sand rakes and 'gloop', while opportunities are provided for the children to recognise letters in their names, for example as they self-register. However, staff do not always ensure that all areas in the nursery are readily stocked with a selection of writing resources to fully extend the older children's early writing skills, particularly in the outdoor play areas.

Children's understanding of mathematics is effectively promoted as staff introduce counting both indoors and outdoors. Children recognise that anything can be counted; for example they excitedly count the potatoes they have on their plates during lunch time. Children enjoy being physically active and have regular access to the outdoor play area. They run around and sit on the bikes, freely shouting 'I'm going really fast now'. Older children learn to listen to each other, for example at group time, when they all share their news. Books are accessible for children to select and look at alone, or with another child or member of staff. Staff use the 'letters and sounds' programme to effectively support children's language development.

Equality of opportunity is strong and all children are welcome in the nursery. Positive images are displayed around the setting and major celebrations from a variety of faiths and cultures are celebrated. For children whose home language is other than English, staff use words in their home language to support children's understanding. This is further enhanced with various visual displays that promote an inclusive approach, so all children take part and are actively involved in their learning.

Parents are exceptionally well informed about their child's learning and are effectively encouraged to support this at home, in order to help children make optimum progress. Information about daily activities is displayed and individual play plans are shared each month, alongside parents receiving progress reports each term. Staff actively encourage parents to contribute to activities and themes, such as 'Our male or female role model' days. Staff implement the required progress check for children at age two. This ensures strategies for sharing information about the child's learning between home and the nursery are effective.

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

An effective key person system ensures consistency and continuity for children and families. Babies and children develop a sense of belonging and show that they feel very secure. They form close relationships and have good emotional attachments to their key person as well as other staff. During each session key persons are involved in promoting their group of children's learning. Wherever possible, they take the lead in supporting their key children's care, sleep and hygiene routines, as well as mealtimes. However, some opportunities are missed to enable children to gain independence and carry out some tasks for themselves. For example, children are not given the opportunity to wipe their own nose as staff do this for them. Parents get to know their child's key person well, and appreciate the many opportunities to exchange information about their child's routines and development. Babies' and children's relationships with key staff, together with a focus on fostering their choices and ideas, contribute to children being confident and well prepared for new situations. This helps them to make smooth transitions within the nursery, and to be emotionally ready for school.

The nursery cook prepares a freshly cooked lunch and tea each day and individual dietary requirements are well met. Information on allergies and special diets is shared and all staff understand the importance of this. Children enjoy the social meal times as they chat and laugh together. Such opportunities enable children time to make friendships and build relationships while feeling secure in the relaxed atmosphere. Fresh water is available throughout the day and children are able to access the water dispenser and their cups as they require. This further enables children to keep healthy. As a result of practitioners' good role modelling, children behave well and are polite and sociable as they link up within different activities. This gentle, yet firm approach with children sets them good examples on which to model their behaviour. Children are responsive to the staff as they learn right from wrong. Children are learning to cooperate with each other to complete tasks. For example, they work well together as they take turns to choose songs at circle time. This helps to develop their personal and social development, through learning to take turns with their friends. Toddlers' developing understanding of boundaries and appropriate behaviour is sensitively supported, for example through simple explanations, distraction and positive reinforcements. As they wait for lunch, practitioners effectively distract them by singing enthusiastically or reading stories, preventing them from becoming restless.

Staff positively acknowledge and encourage children's successes within particular stages of development, such as toilet training. Children who become a little upset are given lots of one-to-one support from staff. For example, a child who was tired was taken into the sleeping area by a member of staff and was quietly cuddled while falling asleep. Children are clearly proud of the nursery and are keen to share what it is they like about attending. For instance, one child tells the inspector 'I can paint lots of pictures for mummy here'. Children take part in regular fire drills and when out and about in the community staff ensure children are either in pushchairs with harnesses or holding hands with staff members. Children are encouraged to develop a good awareness of road safety, which helps them to learn how to keep themselves safe. Children's work is displayed throughout the nursery, which is clean and bright. This ensures it is a welcoming environment for

children to have fun in.

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

The nursery is led and managed very effectively. All staff attend training in safeguarding, which means they are well-informed about procedures to follow if they have a concern about a child. Children are kept safe in all areas because staff are vigilant in carrying out daily checks and the manager constantly reviews the effectiveness of the nursery's risk assessments for the premises, equipment and outings. Regular audits and the monitoring of accidents and their causes feed into the risk assessment process to support the ongoing improvement of children's safety. Staff are vigilant throughout the day and take steps to keep children safe, such as checking the garden area before children go out to play. A finger print entry system is in place at the main entrance and parents know not to let anyone following them into the building, even if they are known to them. This means there is no unauthorised access to the building. The policies and procedures are reviewed regularly, to ensure that these reflect current guidelines and practices.

Self-evaluation is well documented, reflecting the strengths and weaknesses of the setting. This is undertaken as a whole nursery exercise involving parents, staff, children and management, in order to gain a wide range of opinions, ideas and suggestions for further development of the provision. As a result, plans for improvement are meaningful. Thorough recruitment and selection procedures are in place and there is good support for new staff through the comprehensive induction process. This ensures staff are suitable to work with children and fully understand their roles and responsibilities. Consequently, staff are well deployed, which means children are well supervised and supported at all times.

Staff performance is effectively monitored because the manager makes regular observations of their practice and empowers them to reflect on how they can improve this. Formal supervision sessions are also held for all staff throughout the year. These enable staff to reflect on their personal development and to discuss and plan any training needs. The manager has a good understanding of the learning and development requirements and makes regular checks of children's learning records to ensure staff are using their observations to assess and consistently monitor children's progress. Staff meetings are held on a regular basis and enable the sharing of good practice and ideas. Staff have regular appraisals that effectively support their ongoing development. All other records and documentation are maintained to support the safe management of the nursery. Staff follow guidance from other professionals as required, to ensure children receive relevant support to promote their ongoing learning and development.

Partnership with parents is good from the outset. Parents are provided with a wealth of information, policy documents and letters. This ensures they are informed about how the nursery operates, and are kept up to date with information about activities and events. Parents spoken to at the time of the inspection expressed very positive view about the nursery and said 'it's a great nursery' and 'the management are always so helpful'. Feedback on children's progress is good. Parents say that they can see how well their child

has benefited from being at the nursery, and how this will support them when they go to school.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY460528
Local authority	Slough
Inspection number	910928
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	92
Name of provider	Berkshire Healthcare NHS Trust
Date of previous inspection	not applicable
Telephone number	01753 635 480

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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, which are usually the childminder's 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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