

# Jack In The Box Playgroup

Broadwater Baptist Church, Dominion Road, WORTHING, West Sussex, BN14 8JL

## Inspection date

14/10/2013

Previous inspection date

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 create a well organised, inviting and attractive learning environment where children soon settle and have fun.
- Staff make effective use of the good range of challenging and stimulating resources both indoors and outdoors to support children's learning.
- Staff get to know children well. As a result, they competently plan and provide activities that meet children's needs and help them make good progress.
- Staff form strong partnerships with parents that contribute to children's continuing achievement and well-being.

### It is not yet outstanding because

- Staff meet children's individual needs by gaining some helpful information about their home backgrounds. However, they have not fully explored all the ways in which they can gain a thorough awareness of every child's customs and celebrations.

## 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.

## Inspection activities

- The inspector observed activities in the play room and outside learning environment.
- The inspector held a meeting with the owner of the group.
- The inspector took account of the views of parents spoken to on the day and from information included in the group's parent surveys.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector checked evidence of staff suitability and looked at the group's self-evaluation form.

## Inspector

Alison Weaver

## Full Report

### Information about the setting

Jack in the Box Playgroup opened in 2013 as a limited company. It operates from a hall in the Broadwater area of Worthing, West Sussex. The group opens five days a week during school term times. Sessions are from 9.30am to 12 noon and 12 noon to 2.30pm. All children share access to an enclosed outdoor play area.

The group is registered on the Early Years Register. There are currently 50 children on roll in the early years age range. The group is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from a wide catchment area. The group supports children with special educational needs and/or disabilities and also supports a number of children who learn English as an additional language. The group employs eight staff. All of the staff, including the manager, hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- strengthen ways in which staff develop a good knowledge of every child's cultural background so that differences are fully celebrated.

### Inspection judgements

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

There are good procedures for helping new children settle quickly. The effective key person system supports new children's increasing sense of belonging and confidence. Staff work closely with parents and provide activities they know will reflect children's interests. As a result, children happily leave their parents and soon become absorbed in activities of their choice. Staff have good systems for the ongoing observation and assessment of individual children. Key persons use the assessment process well to identify learning priorities and plan for each child. This means that children continue to make good progress in relation to their starting points. Staff provide additional support as needed to help every child achieve and narrow any gaps in learning. They actively encourage parents to continue to share what they know about their child. This helps the key person to continue to accurately focus activities around children's current interests and abilities. Parents meet regularly with their key person. This enables staff to keep parents well informed about children's progress and how to support learning at home.

Children thoroughly enjoy the interesting activities organised by staff. They concentrate

well and eagerly join in with activities that cover all areas of learning. Staff provide good support and extend children's learning as they play. They encourage children to share their ideas and develop their communication skills. This results in children becoming confident speakers who know their views are valued. Children initiate their own play as well as actively taking part in small group activities with an adult. Staff challenge children during these group times and extend their skills such as numeracy. Children giggle and have fun as they explore sounds using the instruments and copy the beats on the drum. When chalking outside, staff develop children's awareness of shape as they draw shapes together on the board. Children show competency as they use the mouse to play the matching games on the computer. They develop strong imaginary skills as they play in the well-resourced home corner with their friends. Other children have fun playing together with the castle and soldiers. Children show good coordination as they use the wide variety of different tools and develop their early writing skills.

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

Staff create a safe and secure environment that enables children to move around safely and independently. Children form strong emotional bonds with their key persons. As a result, they show a strong sense of safety and security. They readily approach adults to share their experiences or ask for help. Children show good levels of independence as they carry out tasks such as clearing up after they have had their snack. They help themselves to resources from the easily accessible low-level storage units. There is a very good range of resources available both indoors and outdoors. Staff make good use of the resources to promote children's learning. Children particularly enjoy the stimulating outdoor learning environment. They take part in a wide range of fun experiences such as digging in the mud, dipping in the bog pond and growing plants. These outdoor activities also help children develop a good awareness of the natural world. Children make good progress in the skills they need to secure future learning. For example, they explore and investigate for themselves and enjoy a wide range of learning experiences.

Staff praise children and celebrate their achievements. This helps children develop a strong sense of self-worth. Children behave well and form good relationships with others. They happily play together and share resources such as the paintbrushes. Staff handle any inappropriate behaviour sensitively and competently. They work closely with parents to provide good support to children who have difficulty managing their behaviour. Overall, staff actively promote children's awareness of diversity and help them learn about different family backgrounds and festivals. However, staff do not always thoroughly research every child's cultural background to help make sure their customs and traditions are represented and shared with the children.

Staff promote children's health well. Children develop a good understanding of the importance of a healthy diet and good hygiene through planned activities and everyday routines. Staff provide children with healthy snacks and easy access to drinking water. Children adopt good personal hygiene practices such as washing their hands before they eat. They enjoy plenty of fresh air and exercise in the outdoor area. Children develop good coordination as they balance on the beams and ride round on the trikes. They learn to

manage risks as they use the different play equipment and climb in the boat.

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

The management team shows a good understanding of how to meet the safeguarding and welfare requirements. The owner has a good awareness of how to make sure that any new staff are suitable to work with children. However, the staff team is well established and there have been no staff changes. Good procedures are in place for safeguarding children and promoting their welfare. Staff regularly attend child protection training. This helps make sure they have up-to-date knowledge of the correct procedures for reporting any concerns they have about a child. Staff take robust measures to identify and effectively minimise hazards to children. These include maintaining a safe and secure indoor and outdoor environment. Good use is made of the accident records to monitor and address any recurring safety concerns.

The owner actively promotes the ongoing professional development of individual staff members. She carries out thorough staff supervision and appraisals. Staff consistently improve their knowledge and skills by attending further training. They make good use of their training to continue to develop the childcare practices and children's learning experiences in the group. For example, following a recent course they improved the way they monitor children's progress as a whole group. This is helping staff identify where there are gaps in learning for different groups of children. As a result of their findings, staff are taking relevant action to narrow these gaps and help all children make good progress. The management team continues to drive improvement by carrying out rigorous monitoring and evaluation of the group. For example, they use quality assurance schemes effectively to review and identify areas for development. Staff successfully produce well-focused action plans that, when implemented, help improve outcomes for children.

Staff form effective links with parents. They keep parents well informed about their children's care and education. Staff share helpful information with parents on a daily basis as well as at more formal parents' evenings. They work closely with parents to meet children's needs. Staff also show a strong commitment to supporting the whole family. Parents give very positive comments about the staff. They say that staff give them good feedback and that their children 'thrive' as a result of being in the group. Parents say that they feel 'well supported' and that they get 'invaluable' care from staff.

Staff follow good procedures when working with agencies and other settings. They consistently and effectively work with others to help individual children make good progress. Where necessary, staff adapt the environment and activities to meet the needs of children who need more support to help them achieve.

## 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

<b>Unique reference number</b>	EY462953
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	917844
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Jack In The Box Playgroup Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07775750456

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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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Piccadilly Gate  
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