

Jack in The Box Day Nursery

2 Beverley Road, Saltersgill, MIDDLESBROUGH, Cleveland, TS4 3LQ

Inspection date

29/10/2013

Previous inspection date

19/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 engage in activities that are stimulating and planned around their interests. Consequently, they are enthusiastic and confident learners and are well prepared for school.
- Staff have a good understanding of their responsibilities with regards to child protection and the premises are safe and secure. Children are well safeguarded.
- Staff are caring and attentive. As a result, children feel safe and secure.
- Effective steps are taken to ensure that the nursery is a clean and welcoming environment. High standards of hygiene are maintained and it is very well resourced with high quality equipment, furniture and toys.
- The management team is committed to improving and developing the provision so they can provide the best possible care and education for children.

It is not yet outstanding because

- Arrangements are not always fully in place to liaise with parents and other early years providers about what children are learning at home, nursery and school so this can be taken into account when planning activities to extend children's good learning even further.
- There is scope to increase the use of the outdoor area and in some rooms to allow children to move freely between the indoor and outdoor environment to enable them to choose where they wish to play and benefit further from playing in the fresh air.

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 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 held meetings with the leadership and management team.
- The inspector observed activities in the three playrooms and the outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Lindsey Pollock

Full Report

Information about the setting

Jack in the Box Day Nursery has been registered since April 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a private partnership. The nursery is situated in the Saltersgill area of Middlesbrough and serves the local and surrounding areas. There are three childcare rooms and outdoor play areas.

The nursery employs 14 members of childcare staff including the managers. All hold appropriate early years qualifications at level 3 and above. The nursery also employs a cook.

The nursery opens Monday to Friday from 7am until 6pm for 51 weeks of the year. There are currently 90 children on roll of whom 63 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- explore further ways to help parents and other early years providers share what they know about child to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress
- extend the opportunities for children to play in the outdoor area and where possible, enable them to move freely between the indoor and outdoor environments.

Inspection judgements

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

Staff are able to provide good quality teaching as they have a secure knowledge and understanding of how children learn. They work very well together and there is very much a 'team approach' to ensure children's overall needs are met. Staff assess children's development, tracking their progress effectively so they can offer any additional support to individual learning. Observations clearly identify children's next steps in learning and these then inform activity planning. Children's learning journey records are continually updated and reflect a clear picture of where children are in their learning. They show that children are making good, and in some instances, very good progress in their learning and

development. The environment, particularly the pre-school room, is stimulating with high quality resources, which are used well to promote children's learning.

Staff are experienced practitioners and use their skills and knowledge to promote children's communication and language well. Parents say that their children have made good progress in their speech and interaction since attending the nursery. The staff follow the principles of the Every Child A Talker programme and use the Boosting Language, Attention Skills and Talking programme to promote communication and language development. For example, they ask open-ended questions to encourage children to respond fully and give children time to gather their thoughts without providing the answer. They give them choices to increase their vocabulary, such as asking them would they would like water or milk to drink. Staff spend lots of time reading to children in groups and on an individual basis and engage them in activities where they are encouraged to listen to each other, such as circle times. Consequently, children are becoming competent and confident in communicating, speaking and listening and are ready to start learning at school. Staff recognise children's interests, such as dancing, moving to music and stories and books, and plan for this in the daily routine and activities. Children enjoy listening to familiar songs on the compact disc player and proudly show off their 'dance moves'. Lovely, cosy areas are provided in all rooms for all children to sit quietly and look at books by themselves or to sit closely with staff whilst they read stories to them. Good use is made of the local community and surrounding areas to promote children's understanding of the world. For example, children are regular visitors to the park where they learn about nature and the seasons and care for animals as they feed the ducks. Overall, children gain the necessary skills to support their future abilities.

Staff are keen to work closely with parents to support and extend children's learning and development as they recognise this has a positive impact on children's learning and development. They look for new ways to encourage and enable parents to share information about what their child is doing at home. However, as yet they are not yet fully engaging with all parents so they can extend children's learning towards excellence.

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

Staff are kind, caring and attentive. As a result, the attachments between them and the children are strong and promote children's well-being. The nursery has a welcoming, homely atmosphere. Children are comfortable with all staff and approach them happily and with confidence. Parents say their children frequently talk about staff at home and are always pleased to see them. Children are well supported during their transitions from home to nursery. Staff work very sensitively with all children helping them to settle at their own pace. For example, the number of visits and length of time children are left initially varies greatly to meet individual needs. As a result, children are confident and come into nursery smiling and happy to be there.

Staff support children's behaviour well and are positive role models for children. They are calm, reassuring and give children lots of praise and clear explanations about expected behaviour. Consequently, children's behaviour is good and their self-esteem is high. Staff are always looking for ways to improve and develop their practice and additional training

in dealing with more challenging and difficult behaviour this area is to be completed. Staff are skilled at helping children to become as independent as possible in preparation for starting school. They encourage children to put on coats and shoes by themselves and teach them skills they will need at lunchtime, such as sitting at tables to eat and pouring their own drinks. Staff continually reinforce children's understanding of how to keep themselves safe through daily practices and planned activities. For example, they remind them to how to use tools and resources correctly during play and invite professionals, such as fire fighters and the lollipop lady into the nursery to talk to children.

The outdoor area provides an inviting space in which to give children the freedom to explore use their senses and be physically active and exuberant. However, although children are taken to play in the outdoor area at times throughout the day, staff do not maximise the use of this area or where possible enable children to move freely between indoors and outdoors. Staff ensure all areas are clean for children to access and teach children from a young age how to prevent the spread of germs and keep healthy. For example, they explain to children why they need to wash their hands and arrange for the dental hygienist to come into the nursery to talk to children about oral hygiene. Care is taken when administering medication and dealing with accidents to safeguard children's health and the majority of staff have completed paediatric first aid training.

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

The leadership and management of the nursery are strong. The registered providers who make up the senior management team are experienced, knowledgeable practitioners themselves. They support their staff team well in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children learn and develop well and are kept healthy and safe. The management team is fully aware of their responsibilities for notifying Ofsted of significant events. They know what Ofsted needs to be informed of and the timescales in which they must do so. Effective recruitment and selection procedures ensure that all practitioners working with children are suitable to do so. Furthermore, regular supervision and staff appraisal sessions enable senior managers to closely track staff's skills and knowledge. Practice observations have recently been introduced in a further effort to develop the provision towards excellence. Staff retention is good with many of the staff having been employed at the nursery for a considerable number of years. This creates a stable, reassuring environment in which to care for children. They deploy themselves carefully offering support to one another while supervising children robustly. All staff have a good understanding of their role and responsibility in safeguarding children. They are confident in the procedures they would take should they have any concerns regarding a child in their care and have completed training to keep their knowledge up-to-date. Robust risk assessments are completed every day before children arrive to ensure that all potential hazards are identified and minimised. These are reviewed by the management team or as and when required to ensure children are kept safe at all times.

The leadership and management team are enthusiastic and display a strong desire to continually improve. Effective self-evaluation takes into account the views of staff, parents

and children to ensure any changes are relevant. The team work well with their local authority advisor and welcome and embrace the advice and support she provides. Consequently, development plans are effective and targets are realistic and achievable. They contribute positively and enthusiastically throughout the inspection process and dialogue is positive and productive.

Partnerships with parents are good. Staff work very closely with parents of all children and provide them with lots of information which helps them to understand the aims and principles of the nursery. It is apparent from the comments that parents are extremely pleased with the provision and the care their children receive. They speak very highly of the staff and many say the nursery was strongly recommended to them. They are happy with the information provided about their child's care and say that staff are very approachable and willing to spend time talking to them about their child. Partnerships with external agencies and services are a strength of the provision and mean that children are well supported and protected. Although the leadership and management team endeavours to build partnerships with other early years settings, such as nursery and school, highly effective arrangements are not fully in place to share knowledge and ideas about how to move children even further forward in their learning.

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 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	508560
Local authority	Middlesbrough
Inspection number	940673
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	90
Name of provider	Susan Boyd & Irene Watson Partnership
Date of previous inspection	19/11/2009
Telephone number	01642 852626

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

