

Cracker Jacks Day Nursery

Upton Court, Datchet Road, SLOUGH, SL3 7NR

Inspection date

18/02/2014

Previous inspection date

16/07/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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, settled and content in the nursery. Children's learning and development is enhanced by staff who are enthusiastic and intuitive to children's needs.
- The manager shows clear drive and good leadership and organisational skills, resulting in the efficient running of the setting.
- The setting's partnership with parents is a key strength of the setting. Well-established relationships with parents strengthen the planning to strongly meet children's individual learning needs.
- The staff team work well together and as a result children are provided with a safe, welcoming and calm environment.

It is not yet outstanding because

- Children have fewer opportunities to explore a variety of simple information communication and technology (ICT) equipment, to provide good quality learning experiences for all children.
- Staff have not yet fully developed the outdoor space to enhance or challenge older children's physical skills.

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 four base rooms and in the nursery garden.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to during the inspection and information from parents' questionnaires.
- The inspector held meetings with the manager of the setting and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese fox-Jones

Full report

Information about the setting

Cracker Jack Day Nurseries Limited registered in 2012. It is situated in a listed building in Datchet Road, Slough. The nursery has four main base rooms for the children with direct access to toilet facilities. All children have access to the 'great hall' and a separate sensory room. The nursery has a parents room, an office and staff room. The nursery has an outdoor play area. The nursery is registered on the Early Years Register. It is open five days a week, for 51 weeks of the year. The nursery is open from 8am until 6pm, and there are also sessions available from 8am to 1pm, and 1pm to 6pm. The nursery also caters for early starts between 6.30am and 8am, and from 6pm to 8pm, as a bookable service with 24 hours notice. The nursery has children learning English is an additional language attending. There are currently 49 children on roll, all in the early years age group. The nursery currently employs 12 members of staff to work with the children, ten of whom have relevant childcare qualifications. The manager has a relevant early years degree and holds Early Years Professional Status. In addition the nursery employ a chef and a full-time maintenance manager and driver.

What the setting needs to do to improve further

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

- extend the educational programme for understanding the world, by providing children with a range of simple information and communication technology resources and equipment to promote learning and curiosity
- consider ways to strengthen the use of outdoor play to provide older children a range of flexible and more challenging equipment that are easily accessible and can be used, moved and combined in a variety of ways.

Inspection judgements

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

Children enjoy attending the nursery because staff provide them with a fun learning environment. The educational programme is well balanced and implemented successfully by staff that have a secure knowledge of how to promote the learning of young children and babies. Staff are good role models, encouraging children to explore, try new things and make links as they learn. Staff know the children very well. They use spontaneous and planned observations that are well captured, evaluative and used to fully inform individual plans for children. Regular progress reports, including the progress check for two-year-old children are shared at parents' discussions. This results in all children making good progress. Staff adapt their questioning techniques, according to the age and ability

of the child. Staff in the pre-school room implement some Montessori teaching methods to introduce an exciting range of activities and experiences to the children.

Children happily navigate around the environment, supported well by staff. Children are interested in the planned activities on offer. Staff provide children with regular opportunities to express themselves creatively, imaginatively and musically. Younger children show great pleasure in mixing and exploring messy sand and water play. Staff encourage children to practice early writing skills through a variety of resources. Consequently, children make marks using crayons, colouring pencils, clip boards and draw with obvious pleasure. Staff teach children to enjoy stories to promote early reading. Children look at good quality books about the environment and find the illustrations especially interesting. Pre-school children enjoy visits from many people who help in the community, including a parent who is a doctor. They are eager to find out about their hearts beating and how this changes as they exercise. Children know and follow the routines of the day well and show confidence as they approach adults to ask questions or talk to them. They explore creativity using a wide range of media such as paint, play dough, chalk and sand.

Although children have excellent opportunities to explore the outside space, the nursery has not considered ways to arrange a variety of flexible resources and equipment that is more challenging for older children. Nonetheless, all children benefit from the weekly football training sessions led by an outside sports coach, where they learn to listen to instructions and control their movements and equipment. Younger children particularly enjoy opportunities to roll and fetch balls. This helps children to be physically active. Young babies are mostly happy and content. Staff encourage them to explore a range of materials and resources in their designated room, and they do so confidently. The atmosphere is calm and babies demonstrate their natural curiosity as they independently move around and explore the resources that are accessible to them. Staff promote inclusive practice through the activities, discussion and the celebration of various cultural activities. This positively promotes children's awareness of other cultures and the wider world. However, children have fewer opportunities to fully practise and develop their ICT skills by using varied toys and computer resources. Nevertheless, through the good quality teaching, children acquire skills and abilities to help ensure they are well prepared for future learning.

Parents are very much involved in their children's learning and the setting in general. The nursery staff seek detailed information from parents when children first start and this two-way flow of information is ongoing. Parents have opportunities to discuss their children's progress regularly. Staff provide daily verbal feedback, share children's progress folders and also use daily diary sheets to enable additional communication. Parents are encouraged to continue children's learning at home. Staff identify next steps through observations of the children and suggest linked activities to parents. These close partnerships fully promote the integration of care and learning for children.

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

Children display good levels of confidence and develop a sense of belonging. Secure relationships with their key person promote children's self-esteem and their ability to learn. Consequently, children have their emotional needs well met in a calm and child friendly environment. Staff work closely with individual children and their families to establish effective levels of communication. There are good settling-in procedures that enable staff to get to know the children, supporting the move between home and nursery. There are good arrangements in place for supporting children's moves between rooms. For example, children regularly visit and join together with different rooms for short sessions, enabling them to become familiar with the new surroundings and to get to know the new staff. The setting's practice is inclusive; children and their families benefit from the very well established communication systems with outside agencies and local schools. This ensures effective systems for working in partnership are in place. Staff are deployed well and use a consistent approach to helping children learn about boundaries and acceptable behaviour. Staff use lots of praise and encouragement and children respond well to this and often repeat what they have done to receive further encouragement.

Children are encouraged to take risks and learn about safety from a young age. For example, staff encourage children to navigate safely down the stairs. Staff talk to the children about how they must always hold the handrail. Staff help children to learn to be independent and encourage them to manage their own personal needs. For example, even the youngest children are encouraged to feed themselves at lunchtime, many of whom do very competently. Children also show a desire to help with putting on their coats and shoes for outdoor play. They know where their coats are and attempt to put on their shoes. This priority on supporting children's independence skills also prepares the children for the next stage of their learning.

Children are cared for in a safe, warm and welcoming environment. The room temperatures are regularly monitored and checked. The base rooms are spacious, allowing children to move and play freely between areas. Throughout the nursery children can freely select the toys of their choice, resulting in the promotion of good independence skills. Children's work and photographs of their activities are displayed, catalogued and available for parents. This makes the environment friendly and welcoming to children and their families.

Children develop a good understanding of why it is important to eat a healthy diet and be physically active. Each day children have good opportunities to enjoy physical activities and practise their co-ordination skills. They thoroughly enjoy the garden as they safely walk and balance along crates, use wheeled toys, dig in the sandpit and jump in large puddles. There are sound hygiene practices in place, which promote children's good health. Children's knowledge of a healthy lifestyle is promoted as staff offer healthy snacks and a varied diet. Meals are provided in accordance with parents' wishes and any allergies or dietary needs are given priority. Children enjoy wholesome, freshly cooked meals prepared by the nursery's qualified chef. Staff who hold food hygiene certificates can cover when the chef is absent. Children learn about safety through discussions, such as how to keep themselves safe. They are involved in routine activities to develop their understanding of safety, such as tidying the toys away so that others do not trip, or taking part in the fire drill which is practised regularly so they know how to exit the premises in an emergency. Staff follow effective procedures to promote the good health and well-

being of children. For example, a high number of staff hold a valid first aid certificate. The nursery takes necessary steps to prevent the spread of infection and implements appropriate action if children are ill.

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

The manager shows clear drive and good organisational skills, resulting in the efficient running of the setting. Staff work well as a team, making sure that everyone enjoys their time in this inclusive nursery. Staff show a secure understanding of the Statutory Framework for the Early Years Foundation Stage and know how to implement the framework successfully. Staff are valued members of the team. Effective and well-established performance management means staff are supported well in improving their skills, knowledge and practice. Arrangements for safeguarding children are firmly in place. The implementation of the clear policies and procedures contributes to the safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. All staff receive training in child protection and through discussion, demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Recruitment and induction procedures are robust. As a result, suitably, qualified and experienced staff care for children. There are effective arrangements to cover management absences, as required. Children are further safeguarded by well kept records and risk assessments. Staff are vigilant in their supervision and maintain a safe play environment. Staff are aware of any hazards in the setting, such as, children learning how to negotiate the stairs safely and take appropriate measures, including regular risk assessments, to ensure children's safety and well-being.

There are good systems in place to monitor the educational programmes and development children make. The manager and staff regularly discuss the learning and development arrangements, and how children are moving towards their next steps. Self-evaluation is ongoing and the whole staff team, parents and children contribute to this. Staff are reflective and effectively evaluate the different parts of the provision. The team have addressed all actions from the previous inspection, and have positively developed the service. The manager and staff demonstrate a strong capacity to make improvements to the good practice in place.

Management and staff liaise with other early provision children may attend to ensure continuity and progression in their learning. Partnership with parents is well-established. There is much information available for parents in the form of notice boards, newsletters, a website and a secure parent's online system. There is a good two-way flow of information via discussions at drop off and pick up times. This provides valuable information for staff to be able to meet the changing needs of the parents and children. Parents speak positively of the nursery, their comments include, 'It is a stimulating environment and provides a wide variety of child activities inside and outside, my children don't want to leave each day' and 'staff are very approachable, they are warm and affectionate with the children. I really appreciate all the communication that we receive'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY438176
Local authority	Slough
Inspection number	951896
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	90
Number of children on roll	49
Name of provider	Cracker Jacks Day Nurseries Limited
Date of previous inspection	16/07/2013
Telephone number	01753 303406

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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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