

Jack in the Box Pre-School

Hurst Green Primary School, Narrow Lane, HALESOWEN, West Midlands, B62 9NZ

Inspection date

Previous inspection date

07/05/2014

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 have a secure knowledge and understanding of the Early Years Foundation Stage. Consequently, children make good progress through effective teaching and well-planned activities and experiences.
- Staff create a bright and motivating environment, both indoors and outdoors, and offer an inclusive and welcoming service for all children. They praise and encourage them throughout the session to support their emotional well-being.
- Effective partnerships with parents and teachers at the local school ensure children's individual needs are well supported.
- Leadership and management is strong. Children are effectively safeguarded through the playgroups robust policies and procedures. Staff have a secure knowledge and understanding of child protection issues and procedures, which protects children from potential harm.

It is not yet outstanding because

- There is scope to enhance the already good progress children who speak English as an additional language make in their communication and language, through extending opportunities for them to develop and use their home language in their play.
- Occasionally, staff do not maximise opportunities to continually support children in developing the very best social skills, as snack times are not arranged as effectively as other group activities to provide children with beneficial staff interaction.

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 observed activities in two play rooms and the garden.
- The inspector held a meeting with the managers of the setting.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of the parents and carers spoken to on the day of inspection.

Inspector

Jasvinder Kaur

Full report

Information about the setting

Jack in the Box Pre-School opened in 2013 and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates a pre-school and an out of school club. The setting is committee led and has sole use of a demountable building sited in the grounds of Hurst Green Primary School in Halesowen near Birmingham. The setting has a garden area and use of the school playground. It serves children in the local community and surrounding areas. There are currently 106 children on roll. Of these, 68 children are within the early years age range. Children attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. It is open each weekday during school term times from 8am to 5.30pm. The pre-school opens Monday to Friday from 9am to 11.45am and from 12.30pm to 3pm. The out of school sessions run from Monday to Friday from 8am to 8.50am and from 3.15pm to 5.30pm. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are eight members of staff working directly with the children. Of these, seven members of staff hold appropriate qualifications at level 3 and one holds a qualification at level 2. One member of staff is currently working towards an Early Years Foundation degree. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance all children's strong communication skills further, by extending opportunities for children who speak English as an additional language to develop and use their home language in their play and learning
- review snack times to consistently support children to develop very good social skills by creating a sociable environment with more effective staff interaction.

Inspection judgements

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

Teaching is good. Staff have a clear understanding of how to promote children's learning and development. Each child's key person knows their children well and they plan a varied range of purposeful experiences to meet their individual needs. All staff contribute to planning purposeful play and they provide children with a good balance of adult-led and child-initiated activities. Planning of activities includes detailed information on the prime and specific areas of learning, which meets children's individual needs and identifies their next steps for learning. Staff effectively observe and assess the progress children make based on their skills, knowledge and understanding on entry to the playgroup. This

enables all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, to make good progress. It also provides them with the skills needed for starting school. Staff encourage parents to take an active part in their children's learning through the regular exchange of information. For example, learning journals are shared with parents, which provides them with key information on their children's ongoing development. The progress check at age two is also completed with parents involvement. Story sacks with a variety of resources are available for parents to take home and share with their children. This provides them with good opportunities to extend their children's learning at home. Occasionally parents are also invited to stay at the playgroup with their children to eat together and to observe them taking part in a variety of activities. This encourages parents to be enthusiastically involved in extending children's learning through play.

Overall, children's learning and competence in communicating is well supported. Staff extend children's vocabulary by encouraging them to share their thoughts and experiences throughout the session. For example, during circle time group activities, children choose and sing their favourite songs. They tell the group that they had been to a park or the seaside, where they apparently saw a 'sea monster'. To enrich their vocabulary, staff provide one-to-one play and invite a teacher from the on-site school to help the pre-school children use their phonic knowledge for linking sounds and letters. All through the session, children speak to staff with confidence. For example, they ask many questions about the chicks they are observing in a project. They also relate the conversations to their own personal experiences. However, there is scope to extend the use of such strategies further to enhance all children's communication, especially those who speak English as an additional language, by providing more opportunities to develop and use their home language in their play. Staff provide good opportunities, both indoors and outdoors, for all children to make marks and to write for different purposes. This includes children writing their own names and pretending to write a prescription or shopping list. In both the indoor and outdoor book areas, older children readily select a storybook and read with peers. Staff support children's understanding of number and shape through daily routines and during play, such as matching and sorting shapes and colours, singing relevant rhymes and counting toys and objects. Children learn about differences in size and pattern during a variety of activities and spontaneous play. For example, staff ask them how many children are left in the group, to arrange the toys in numerical order or to compare the size of the plants they are growing over a period of time.

Staff encourage children to use their imaginations and express thoughts while using an extensive range of art materials to develop their creative skills. Children produce their own art work alongside more structured art activities for the purpose of themed pieces or a wall display. A range of sensory experiences, including the use of pasta, lentils, a variety of paper, natural materials, water and sand, boosts children's talents. Children also have access to a variety of musical instruments. They develop their understanding of how technology can help them in their everyday lives as they use computers, keyboards, cameras and a selection of electronic toys. Staff arrange a variety of themed activities to enhance children's knowledge of the environment, including 'growing and change' in animals, birds and plants. For example, children observe chicks hatching, learn why they need to stay in incubators under special lights and at a particular temperature and see how they change while growing. They also grow vegetables and flowers and harvest their

produce. This gives children practical experience of learning about the real lives of animals, where some foods come from, how they grow and the care they need. Staff encourage children to learn about similarities and differences in the community they live in. Activities relating to different religions and cultures and a selection of resources depicting positive images of diversity, help children to understand and respect the values of others.

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

Children's personal, social and emotional development is promoted very well most of the time. Consequently, children establish warm, trusting and relaxed relationships with staff and peers. However, occasionally at snack time staff do not always fully support children in continuing to develop their best social skills. This is because snack time is not consistently arranged as efficiently as other group activities. For example, staff do not sit or always fully interact with the children while they eat, to create the best social environment to continually maximise their skills. Children have lots of fun and thoroughly enjoy themselves as they explore and investigate. They interact well with staff, enjoying their involvement in play, which helps them to feel safe. Successful partnerships with parents and the key person system ensure all staff use effective, targeted strategies and interventions that support learning and match all children's individual needs. Therefore, all children, including new arrivals, settle in well and feel secure. Staff provide good support in preparing younger children for the move to older groups within the playgroup and eventually to the reception class at school. For example, to promote a smooth changeover, they provide opportunities for two-year-old children to mingle with the pre-school children within the playgroup. This helps children to feel emotionally ready for this move.

Children's health and well-being is a priority, as staff emphasise the benefits of outdoor play and indoor physical activities on a daily basis. Access to the outdoor play areas promotes children's coordination and spatial awareness. Children show increasing control in handling tools, objects, construction sets and malleable materials. They develop self-care skills, for example, putting on their own jackets before going out in the garden, attending to toileting needs and making healthy choices at snack times. Staff support children well so they understand the importance of basic personal hygiene. All children wash their hands before they eat and after using the toilet and dispose of paper towels in a recycling bin. Nourishing options, such as fresh fruits, milk and water are offered at snack times. Drinks are readily accessible for all children throughout the session. Menus for snacks are planned with great attention to nutrition and acknowledging individual children's specific dietary needs and preferences.

Children independently access well-organised resources and equipment in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. Throughout the session, staff provide good levels of support to manage feelings and behaviour. Children show pride in selecting their favourite songs and singing to the whole group. They are effectively encouraged to consider others, to take turns and to share and their efforts are acknowledged by all staff. At the end of circle time activities, staff tell children what they have done well, praise them for being

good listeners and tell them to give themselves a pat on the back. As a result, in all areas of learning, children enjoy a harmonious environment, which helps to support their sense of well-being. Children of all ages enjoy taking responsibility for small tasks, such as tidying up toys, pouring their own drinks or putting their used dishes in a washing-up bowl at snack times. Children show a strong understanding of how to keep themselves safe through staff guidance and relevant activities that include the theme of 'road safety'. For instance, while playing in the garden, they tell their peers that they must stop when the red light shows on the traffic light box supplied by the staff.

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

The managers have a good understanding of the safeguarding, welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. They all attend child protection training and engage in reviews during team meetings to ensure this information is well embedded. The management team is very familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Relevant policies and procedures are updated in line with current requirements for safeguarding children. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. Additional information, such as accident records, are also used to identify possible areas of risk. All staff are well aware of health and safety regulations through successful induction and relevant training to promote children's well-being. The security of the premises throughout is well maintained.

Evaluation of the setting includes listening carefully to the views of children, parents and staff and ongoing support from the local authority. The management team and staff are committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. Consequently, planning of activities and assessment of children are consistent and precise and display an accurate understanding of all children's abilities and progress. A well-established programme of professional development ensures staff practice is monitored and underperformance is tackled effectively. Regular supervision, ongoing training and support from the management team, help all staff to improve their knowledge, understanding and practice. There is a clear improvement plan to improve the quality and standard of education and care. Policies and procedures are under continual review, and the required documentation is effectively maintained.

The playgroup's strong association with the local authority, on-site school and local schools, allows staff to seek advice to ensure children get extra support if and when needed. Partnerships with external agencies ensure that each child benefits from a positive experience while at the setting, including children with special educational needs and or disabilities. Partnerships with parents are very positive and make a rich contribution to children's learning and care. The active involvement of parents is encouraged through a welcome pack, questionnaires and newsletters. They are kept well informed about their

children's achievements and development through regular verbal feedback and parents' days. Parents speak highly of the service, regarding the setting as 'child-friendly' and the environment as 'welcoming'. They describe the staff as 'very friendly and nice' and recognise the good security of the premises. They appreciate how well staff help their children settle in when they first join the setting and that, as a result, their children have developed their learning, including their social and communication abilities.

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	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	EY464110
Local authority	Dudley
Inspection number	942680
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	106
Name of provider	Jack in the Box Pre-School Limited
Date of previous inspection	not applicable
Telephone number	0121 602 2232

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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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