

# Jack In The Box

The Scout Hall, The Drift, Kings Langley, Herts, WD4 9HT

<b>Inspection date</b>	16/06/2014
Previous inspection date	21/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff effectively identify children's starting points with parents and maintain precise assessments of children's skills.
- The quality of teaching is outstanding. Staff are very inclusive and provide all children with a wide variety of interesting and challenging activities. Therefore, all children develop exceptionally well.
- Children learn through a flawless balance of child-initiated and adult-led activities. Staff effectively enhance all aspects of children's learning through inspiring interactions with them.
- The nursery provides all children with optimal support and has created strong links with outside professionals to support their needs.
- Children settle well and form very strong bonds with staff and peers. Excellent partnership with parents helps support this. Staff effectively support children in learning important social skills.
- All staff have an excellent understanding of the welfare and safeguarding requirements. They maintain a well-documented practice and effectively implement nursery policies and procedures.
- Staff participate in regular supervision sessions, professional development opportunities and training to enhance their practice.

## 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 talked to staff and interacted with children throughout the inspection.
- The inspector observed activities in the indoor and outdoor play areas. She observed children during play and interaction with staff.
- The inspector had a tour of the indoor and outdoor premises and carried out a joint observation with the manager.  
The inspector looked at a selection of children's assessment records, planning documentation and at evidence of suitability and qualifications of all staff working with the children.
- The inspector held discussions with the manager on the implementation of policies and procedures in practice, including the safeguarding procedures.
- The inspector took account of the views of parents through discussions during the inspection and in written questionnaires.

## Inspector

Karina Hemerling

## Full report

### Information about the setting

Jack in the Box nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a scout hall in Kings Langley, Hertfordshire. The nursery is managed in partnership with Jack in the Box in Hemel Hempstead. It serves the local area and is accessible to all children. There is a large enclosed area available for outdoor play. The nursery opens Monday to Friday, term time only. It also opens for three weeks during the summer holidays. Morning sessions are from 9.15am to 12.15pm and afternoon sessions run from 1.15pm to 3.15pm. The nursery offers a breakfast club from 8am to 9.15am and a tea club from 3.15pm to 4pm. Children attend for a variety of sessions. There are currently 71 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are nine employed members of staff working with the children and they all hold appropriate early years qualifications at level 3, 4 and 5, including the manager who has Qualified Teacher Status. The nursery is a member of the Pre-School Learning Alliance. It has links with local children's centres and local authorities.

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

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

- enhance the already excellent partnerships with parents so that children continue to make excellent progress in their learning.

### Inspection judgements

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

Staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. They effectively identify children's starting points in partnership with parents and tailor children's initial experiences at the nursery according to their interests and skills. Staff maintain a precise assessment of children's development and regularly monitor their progress. They observe children during play and activities, from their initial sessions at the nursery, in order to provide them with effective support. For example, children with special educational needs and/or disabilities benefit from the early assessments, support and referrals at the nursery. All children have a learning journal where key persons record their assessment and planning. Staff skilfully plan activities for children to ensure they are challenged to progress to the next steps of their learning and development. The nursery is very inclusive and all activities for children are carefully organised and adapted to meet their individual strengths and aptitudes. For example, children demonstrate an interest in the difference between cooked and raw rice. Staff plan an activity using 'touch and feel' tubs with soft and hard objects hidden inside,

including raw and cooked rice, for children to explore and learn about textures. During the activity, children describe objects and guess what they are while they investigate and share their ideas with peers. Staff discuss children's next steps as a group to ensure that they all provide children with the support needed to learn and develop their skills.

Teaching is outstanding because staff have a superb knowledge of children's needs. They provide them with a flawless balance of adult-led and child-initiated activities and opportunities. Staff skilfully teach children early literacy skills and mathematical concepts during activities and daily routines. For example, children find their name cards for self-registration and snacks. They count, describe and discuss sizes and problem solve during their play. The learning environment is very interesting and challenging for children who are extremely eager to explore and participate in activities. Staff enhance all aspects of children's learning through excellent interactions with them. They competently communicate with children and actively contribute to their knowledge and understanding. For example, children independently play with the train and tracks when a member of staff approaches them, to ensure children socialise with peers and play with other children as highlighted in their next steps. She approaches the activity and effectively engages children in talking about the different trains they are playing with. Children build a very long train track together while the member of staff encourages children to think and problem solve as a group. Children play together and have fun building the tracks. They develop their imagination and critically think during play and interactions with peers and staff. Children benefit from learning experiences across the seven areas of learning. They participate in daily group discussions and small group activities. The nursery provides children with computer lessons once a week and language classes, such as the French club. Children often go on outings to learn about their local community and enrich their understanding of the world. For example, children prepare their own pizza at the local pizzeria, they visit and are visited by doctors, police, firefights and by the local farm. Staff effectively extend children's experiences by planning activities, such as the vet clinic in the role play area following the pets' day event when they brought their pets from home for show and tell. Educational programmes for children are exemplary and meet all children's needs and interests. They independently access the indoor and outdoor learning environments to choose their favourite activities. Children benefit from a comfortable book area and excellent opportunities to initiate their own play in the well-resourced play areas. Therefore, all children flourish in an environment where their well-being and learning are the staff's utmost priority.

The partnership with parents is superb. Staff provide parents with various opportunities to contribute to their children's assessments at the nursery. For example, they share observations of their children's skills and interests at home and staff effectively use this information to provide children with a unique approach to their individualities. Parents are welcome to meet their child's key person whenever they feel necessary and participate in regular open class and consultation days. Staff often share children's preferences and interests at nursery with parents to ensure their learning can be extended at home. The nursery is especially confident in supporting children with special educational needs and/or disabilities. For example, staff work exceptionally well with outside professionals and parents to closely monitor and support the children. Staff consistently implement strategies to ensure the quality of teaching and learning for all children. For example, all children participate in all activities available to them. For those children who speak English

as an additional language and with additional educational needs, staff implement the use of picture cards and sign language to ensure their learning is maximised. Staff effectively involve parents in conducting the progress check for children between the ages of two and three years and track all children's development to ensure they progress in their learning. Overall, children develop their skills exceptionally well and consistently. They are closely monitored to ensure they learn all the necessary skills to support them in the next steps of their development in preparation for school.

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

Staff and children form very strong bonds. Children enjoy the company of adults and peers during activities and play interactions. Most of the children attending the nursery initiate their relationship with staff by participating in the weekly toddler group sessions offered to prospective parents. Children settle well and key persons work in partnership with parents to organise settling-in sessions to ensure children's emotional development is supported from the early transitions to their ongoing experiences at the nursery. Children are very happy at the nursery and staff demonstrate an excellent understanding of children's individual needs and routines. Parents share all relevant information about their children's care needs prior to their start at the nursery. They complete the 'all about me' form which is reviewed every term to ensure children's needs are met at all times. Staff skilfully organise the routines at nursery to match children's individual routines at home. For example, children are provided with a rolling snack time and easy access to toilets and sinks to ensure they are able to independently choose when they would like to eat and use the toilet facilities. Children are provided with comfortable areas to rest and relax. Parents are provided with daily feedback on their children's daily care routines. The partnership between parents and the nursery in regards to providing for children's well-being is exemplary.

Children behave exceptionally well. Staff are very attentive to all children's needs and provide for every child's care and education. Children are busy and engaged in their play and activities. Staff skilfully explain to children what is right and wrong, effectively teaching children about their boundaries at nursery. Therefore, children are confident and able to think critically about their actions. For example, if children misbehave staff talk to them about their behaviour and discuss the impact of it on other children to ensure children learn from their own actions. Staff participate in training to develop their knowledge and understanding of children's emotional development and often discuss during staff meetings strategies to support children to ensure consistent practice. Staff are excellent role models for children and very often praise their achievements. All children play together and socialise, they learn important social skills during their day at the nursery. For example, before group discussion time, children tidy up the toys. Staff ring a bell and play a song. All children find an adult to help and they all participate. Staff effectively support all children to actively participate in the routine by attending to their individual aptitudes. For example, staff supplement their guidance for children using visual aids to support their learning. Children learn about personal safety and taking risks. Staff explain to children how to explore the environment safely to avoid accidents and incidents. For example, children ride bicycles and tricycles in the garden. They enjoy riding down the

hill and staff very attentively teach children how to manage their speed and avoid obstacles. Children play in the outdoor area with delight and enjoy the freedom to choose from the several options they have to develop their physical skills. Staff effectively include teaching children how to be safe in their educational programmes. For example, children learn about traffic rules and outdoor safety during outings.

The nursery demonstrates expert practice in teaching children to be healthy and active. Children are provided with a very healthy menu and are regularly provided with snacks and drinks to ensure their needs are met. Menus are effectively prepared and shared with parents. Children's dietary requirements and preferences are taken into consideration when staff prepare their menus. Staff encourage children to be independent during personal care routines and children show an excellent understanding of their personal needs. Children have great opportunities to learn and develop their skills outdoors. They benefit from the free-flow access to the garden, where they are provided with outstanding experiences. Children actively play on different climbing frames, slides and participate in other activities, such as exploring the new digging area, building dens, ball games and obstacle courses. They have excellent opportunities to exercise and enjoy fresh air. Staff focus on preparing children for the successful transition to school. Children visit local schools with the nursery staff and school teachers visit the children at the nursery to form bonds and discuss their development and needs with key persons. The nursery celebrates a school theme in the learning programme for children to ensure they are effectively prepared for their future experiences at school.

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

The management team has an excellent understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage in practice. There is a robust recruitment process and the manager maintains organised records of staff suitability and necessary qualifications. The management team conducts regular staff supervision sessions and appraisals. They guide, practice and ensure staff understand their roles and responsibilities in educating and caring for children in a safe environment. For example, staff are designated to be responsible for different aspects of practice. There are a number of qualified and experienced designated people for special educational needs and/or disabilities, safeguarding, behaviour, first aid and risk assessments. All staff participate in mandatory and relevant training to ensure they have an excellent knowledge and understanding of how to promote children's well-being and welfare in practice. The nursery promotes policies and procedures that are effectively linked to current regulations. The documents are effectively shared with parents and staff during their induction at the nursery. The managers maintain outstanding records of children's care and education routines and all staff actively contribute to safeguarding the children. The learning environment is safe and there are robust procedures in place should a concern about a child arise. All staff have a wealth of knowledge and confidence in monitoring children and they know the steps to take to keep children safe and secure.

The manager and deputy manager have exceptional procedures in place to monitor the

quality of children's experiences at the nursery. They routinely meet key persons to discuss children's assessments and planning. Staff provide the manager with clear tracking of their children's development. The manager skilfully monitors the overall progress of children to ensure they are provided with the support they need and deserve. The manager evaluates the weaknesses in children's development and organises training and workshops for parents to ensure they know how to support children's development in order to complement the support given at the nursery. Parents are regularly consulted on their suggestions and expectations of the nursery. The nursery often invites parents to participate in events and activities with the children to embed the relationship and partnership between staff and parents. For example, during cultural festivals families visit the setting to share with the children aspects of their backgrounds and customs. Parents also participate in outings and charity events to raise funds to improve the learning environment for children.

The nursery has very strong links with local children's centres and effectively shares with parents' recent government initiatives in relation to funding, healthy living and safeguarding children. The nursery promotes a very robust equal opportunity policy in practice and makes provision for all children. There are excellent partnerships with outside professionals and local authorities. The nursery completes the Ofsted self-evaluation form to reflect on and celebrate their practice. The manager maintains rigorous monitoring of practice and has comprehensive action plans in place. She effectively takes into consideration the views of children, parents and staff to ensure the high standards of care and education provided for children at the nursery.

### **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

<b>Unique reference number</b>	EY378917
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	873835
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Jack In The Box Partnership
<b>Date of previous inspection</b>	21/01/2009
<b>Telephone number</b>	07958 746531 or 07974 400335

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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.

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.

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Piccadilly Gate  
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