

# Jack in the Box Nursery

St Georges Community Hub, Great Hampton Row, Birmingham, B19 3JG

<b>Inspection date</b>	11/08/2014
Previous inspection date	06/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff do not plan effectively to meet children's individual needs and they do not include appropriately challenging activities to extend children's learning.
- Staff do not make accurate assessments of the progress of groups of children, including those children aged between two and three years and children who speak English as an additional language.
- Staff do not follow rigorous procedures when they serve hot meals. Consequently, children's safety is compromised.

### It has the following strengths

- Staff have a sound understanding of the procedures to be followed if they have concerns about children in their care. Therefore, staff are equipped to act appropriately to protect children.
- Staff maintain warm relationships with parents who receive a wide range of information about the nursery.

## **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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed activities in the care rooms and during outside play, and carried out a joint observation of an activity with the deputy manager.
- The inspector looked at documentation, including children's learning journals, progress reports, attendance records, policies, children's and staff's files.
- The inspector took account of the views of parents spoken with on the day.

## **Inspector**

Adelaide Griffith

## Full report

### Information about the setting

Jack in the Box Nursery originally opened in 2008 and re-registered in 2011. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from the St George's Community Hub, Birmingham. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week from 7.45am until 6pm, all year round except for bank holidays. Children attend for a variety of sessions. Children are cared for in three rooms and have access to an enclosed outdoor play area. There are currently 23 children on roll, all of whom are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. The nursery also offers out of school provision, including a holiday playscheme for children attending three local schools. There are currently 11 staff working directly with the children. Of these, 10 have qualifications at level 5 and level 3. There is one member of staff who is unqualified. The nursery receives support from the local authority.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the quality of teaching and the planning of activities in order to provide challenging learning experiences that promotes children's individual learning effectively at all times
- improve the provision for children aged between two and three years, by ensuring that teaching is adapted to meet their individual needs, and use information gained from parents and from observations to plan effectively for these children's learning so that they make good progress in their development
- ensure children who speak English as an additional language receive the support they need to improve their speaking skills
- review the procedures for assessing risks in the environment, with particular regard to mealtimes, in order to ensure children's welfare is always effectively promoted.

### Inspection judgements

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

The quality of teaching is weak and does not effectively support all children to make good progress in their learning. The activities are not planned to meet each child's individual needs. For instance, staff cheerfully praise older children as they use rolling pins and cutters with good control. However, they do not provide appropriate challenge through use of questioning techniques or additional resources to extend these skills. Furthermore, activities are not adapted to their age and stage of development. For instance, staff use cutters of a complex shape rather than those of simple shapes so that the younger children can begin to recognise them. Therefore, children do not receive the individual support to help them learn appropriately. Despite this, staff talk with children and listen as they share home experiences, such as what they did over the weekend. There is positive interaction because staff join in with activities and this clearly encourages children to maintain their focus while they learn and play.

Staff implement suitable activities to promote learning outdoors. For instance, after breakfast they take children outside to feed the birds. At the bottom of the outside play space there is a lovely area with trees and shrubs where children set out toast for the birds. Staff generally promote children's thinking by asking why they feed the birds. They wait for and acknowledge clear answers from the children. However, the activity lacks stimulation because staff do not develop it to help children make links with their previous experiences and they do not extend children's language in relation to the activity. Throughout the nursery, and during most activities, staff do not help children to develop their speaking skills in relation to what they are doing. For example, during mealtimes and personal hygiene activities, staff do not encourage children to talk about what they already know. Consequently, they do not use the activities to further develop children's understanding. This means that staff are not sufficiently skilled at integrating children's learning throughout all activities. Therefore, children's learning is not meaningful and as a result, children do not make good progress in their development or acquire the necessary skills to be ready for school.

When children first start in the nursery staff complete an initial assessment with parents so that they have information about children's interests. Staff then carry out observations to note what children do when they play. However, these are not done regularly and therefore; staff miss opportunities to regularly assess children's development. Staff do not consistently use the information from these observations or the All about me forms to plan stimulating experiences that effectively support children's learning. The progress check for children aged between the ages of two and three years are not accurate, this is because the assessment shows progress children have made in areas identified as requiring further support. This means that the next steps in these children's learning are not always specific to their individual needs to ensure they make good progress. Nevertheless, the records of children in the pre-school group clearly show that their learning is appropriately promoted.

The well-equipped outside play space is particularly inviting with a wealth of equipment. Children develop a wide range of physical skills, such as, balancing, climbing and coordination during their play. Colourful examples of children's work are displayed in the care rooms and resources are well within their reach. For instance, pre-school children express their creative skills as they paint at the easel. Children talk to their peers as they paint dinosaurs and pigs with two legs in their favourite colours of red and blue. The different sections in the care room reflect the seven areas of learning and children have

opportunities to practise early writing. This means that they develop some skills in preparation for school. Staff have regular discussions with parents about activities children enjoy at home, such as counting and listening to stories. On the whole, they continue with these in the nursery and this provides some continuity in children's learning.

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

Children's well-being is not effectively promoted because staff do not follow rigorous procedures when they serve meals. The practice of passing plates of hot food over children's heads poses potential hazards to their safety. Staff generally promote children's understanding of keeping themselves safe. For instance, they encourage children to blow on hot food before eating and they remind children to use knives correctly. Children are confident in the nursery because they form strong bonds with their key persons, who generally foster their sense of belonging. Children respond positively to reminders to be careful when they play outside and they learn to take turns to use resources. Therefore, they are well-behaved and they learn to develop caring attitudes towards others. For instance, during some activities the pre-school children help the younger ones to roll play dough and to use cutters. All children are developing independence skills and they clearly learn to take responsibility for some aspects of their personal hygiene. For instance, children brush their teeth under supervision and they demonstrate through their behaviour that they are secure in the nursery routine. They collect their water bottles from the tray before sitting at tables and replace the bottles at the end of the mealtime. This means that by the time children are ready to move to other settings they have developed competent skills in attending to some of their needs. In turn, children gain skills in following structured routines that contribute to their feelings of emotional security.

From the outset, staff help children to feel comfortable in the nursery because the settling-in period is a gradual process. Therefore, children have time to grow used to the new environment before they attend permanently. Similarly, the changeover within the nursery includes an introduction to the new room. During the summer period, all children share the same room and this clearly fosters their abilities to cooperate with others in different age groups. Children develop a sense of the social atmosphere at mealtimes when they sit at tables with the staff. They have opportunities to eat a wide variety of foods that reflect the diverse backgrounds of the children who attend. This builds positively on their awareness of a wide range of cultures in the surrounding community. Children confidently explore the outside environment during the daily physical play activities. They learn to take sensible risks when they mount the climbing wall and then they jump off the top. This vigorous form of play is balanced with quiet activities or sleep according to children's previously established pattern or as agreed with parents. Children have fun in the nursery due to the variety of activities. The staff clearly create a warm, welcoming environment and they help children to feel at ease at all times.

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

The leadership and management team have limited understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. This

results in weaknesses in the quality of teaching and in the planning for children's learning. However, the leaders and managers have a better understanding of the safeguarding and welfare requirements. There is a designated person for child protection who has completed the relevant training. They have a clear understanding of their responsibilities to report concerns. The safeguarding policy is understood by all staff, who regularly refresh and update their knowledge. The manager deals promptly with any conduct issues and ensures all staff are clearly informed about their roles and responsibilities within the nursery. The named member of staff for behaviour management has completed appropriate training and she provides clear guidance about how to manage children's behaviour. Therefore, all staff use similar methods, such as a calm manner when they interact with and talk to children. As a result, children are well behaved. Staff always follow the safeguarding policy to ensure students do not work unsupervised in the nursery. All records, including those for children's attendance, are appropriately maintained.

The procedures for keeping children safe while staff are serving meals at lunchtime are not implemented rigorously. For instance, staff's practice of passing plates of hot food over children's heads compromises their safety and well-being within the nursery. As a result, the requirements for the Early Years Foundation Stage and the Childcare Register are not met. Staff do not accurately assess children's progress at specific times, such as when children are aged between two and three years, and this leads to inaccuracies in the planning to support their progress. The manager regularly monitors the planning, assessments and staff's practice. However, this process lacks rigour and as a result, staff do not receive clear guidance on where to make improvements. The manager meets with staff to discuss their roles and their work with the children. However, this is not well used to drive improvements in practice. Most staff have qualifications at level 3 or above and they are also experienced in working with children. However, this is not reflected in the quality of the teaching and learning. Self-evaluation is evolving and the manager has identified that there are weaknesses in the provision for children aged two years. The identified weaknesses do not include the teaching and learning activities, and the progress for children aged between two and three years. Instead, the self-evaluation focuses on the physical environment in the room for those children. The provider has recently appointed a deputy manager, whose role is to focus on informing plans to drive improvement. At this stage she has looked at the room used for children aged under three years and is making changes. Some changes have been made since the last inspection, such as more involvement of the parents in completing the All about me forms when children first start in the nursery. Staff discuss what parents do at home with their children and continue with some of these activities in the nursery. The manager also works more with other agencies, such as the local children's centre. They provide material and information on healthy lifestyles for parents. There are suitable arrangements to support the professional development of staff. Currently, children attending the nursery do not attend other early years providers. The manager is clearly understands the need to share information to support children when they attend other settings.

The manager and staff have developed positive relationships with parents. All staff warmly greet parents and children on their arrival at the nursery. They maintain daily communication about children's experiences in the nursery and parents receive a wide range of information. Display boards, such as the one dedicated to safeguarding, keeps

them informed about procedures in the nursery. Parents have opportunities to make suggestions about the running of the nursery and comment positively on the support children receive and all parents know their child's key person.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register).

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY425158
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	985183
<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>	66
<b>Number of children on roll</b>	23
<b>Name of provider</b>	JITB Ltd
<b>Date of previous inspection</b>	06/12/2011
<b>Telephone number</b>	0121 236 8378

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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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