

Jack in the Box Nursery (Nuneaton) Ltd

119 Manor Court Road, NUNEATON, Warwickshire, CV11 5HQ

Inspection date	26/09/2014
Previous inspection date	06/03/2012

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

- Staff observe, assess and use information from parents in order to plan for individual learning so that children are consistently challenged effectively to reach the next stage in their development.
- Staff successfully identify and minimise risks in playrooms and outside. Children are safeguarded because staff are aware of their responsibilities to protect them from abuse and neglect.
- Children's social and emotional needs are well met by staff. Relationships are good and children are happy, sociable and confident learners.
- Staff encourage children to count in a variety of situations and they use resources effectively to support an early awareness of calculation as well as counting.

It is not yet outstanding because

- Staff do not consistently maximise young children's speaking skills with full effect. They repeat the single words that the young children say, but do not fully support sentence building by adding a word.
- Toddlers' exploratory play is not consistently maximised and they are not always supported in using large motor movements during art and craft activities, for example, while they are spreading glue and creating collage pictures.

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 playrooms and in the outdoor learning environment.
- The inspector held meetings with the provider/manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the assistant manager.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

Jack in the Box Day Nursery Ltd opened in 1990 and was registered under the current ownership in 2011. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and managed and operates from a converted three-storey house in Nuneaton, Warwickshire. Children are cared for on the ground and first floors, and the second floor is not used for childcare purposes. There is an enclosed outdoor play area at the rear of the nursery building. The nursery opens Monday to Friday from 8am until 5.45pm for 51 weeks of the year. Children are able to attend for a variety of sessions. There are currently 69 children on roll and all of whom are in the early years age group. The nursery provides funded early education places for two-, three-, and four-year-old children. It supports children who speak English as an additional language. The nursery employs 12 members of staff who work directly with the children. The provider holds an early years qualification at level 4 and all other staff are qualified at level 3, with one staff member working towards an early years qualification at level 5.

What the setting needs to do to improve further

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

- extend young children's language development with regard to sentence building, for example, by adding a word when repeating the single words that they say back to them
- make sure that toddlers are always supported fully in exploring and mixing different media, and provide materials so that the youngest toddlers can use large movements, for example, when spreading glue.

Inspection judgements

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

Children make good progress. Individuals are supported effectively because key persons' knowledge and understanding of how children develop and learn is good. Children are challenged effectively to ensure that they reach the next steps in their learning because planning for learning is tailored to individual needs. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in the nursery and at home. Staff support children well so that they develop skills in readiness for nursery class and school. Staff are aware of the requirement to provide parents with a progress check between the age of two and three years and complete these when necessary.

Children choose from a good variety of resources that are safe and meet their development needs well. They are confident, happy and settle. Resources provided for babies promote their sensory experiences effectively. These include paint, water, and jelly that they explore with their hands. Natural objects are available for them to investigate, and wooden blocks with clear sides are filled with brightly coloured discs and beads and make different sounds when babies shake them. Staff interpret babies' emotions successfully as the babies communicate through body language, expression and the sounds of their voices. The baby room is organised so that they have space to move around easily and develop crawling, standing and walking skills.

Young children aged from approximately 16 months to two years nine months are cared for in the toddler room. They show a great interest in books and they are keen to sit with a staff member and show her the pictures inside the books they choose. They demonstrate good physical skills as they carefully turn the pages in their books. Staff promote children's thinking and speaking skills well by asking them open-ended questions. For example, a young child is keen to show a picture in a book and says 'train'. A staff member then asks what sound a train makes and the child happily replies, 'choo-choo'. Staff make sure that any questions asked are clear and simple, and children's understanding is good. They promote young children's speaking skills well because they repeat the single words that children say back to them. However, staff do not routinely extend this by adding a word in order to encourage the children to begin to build sentences. Toddlers choose from a good variety of resources that are easily accessible in their playroom. Creative play opportunities are generally good. Children choose to play with role play toys and enjoy painting and exploring wet and dry pasta. They explore paint with their hands on the table top and so are able to use large movements. However, staff do not always maximise children's creativity when they take part in art and craft activities, because they are not consistently supported in mixing different media. Children are keen to be involved in an adult led activity, however, the paper and collage pieces provided for them are too small and children are unable to limit their movements so that they spread glue on the paper only.

Pre-school children speak clearly and they confidently express their views and feelings. Children who speak English as an additional language receive good support and their language development is good. Staff obtain valuable information from parents so that children are supported effectively in speaking their home language in the nursery, as well as learning to speak English. Children's literacy development is promoted well by staff. Pre-school children are able to register their attendance by selecting their own name card, and they are encouraged to select the card so that they can copy it and label their own art work. Graphics resources including a range of writing materials and scissors are always available, and children demonstrate good manipulative skills. They write for a range of purposes. For example, they write down orders in the role play cafe and use paper and a clip board and pretend that it is the attendance register. Children are supported well by staff to learn the sounds of letters. They confidently talk about their favourite stories. For example, children play with construction toys and say that they are building a castle for their favourite fairy tale character. Children demonstrate very good mathematical knowledge and staff promote this well. Counting and calculation are part of daily routines, games and play activities. Children learn to recognise numerals, initially to five and then to

10. More able children are able to tell a staff member the date when two numbers are put together and they know the number before and after numbers to 10. Children's early awareness of calculation is supported well. They sing songs such as 'Five little ducks' and 'Five current buns' and staff provide props so that children can count and physically take one away and then count again.

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

Children are supported well in the transition from home to the nursery setting in a manner sensitive to their different needs and those of parents. They are well prepared emotionally for the next stage of their learning and transitions to other settings and school. This is because children are introduced gradually when a change of rooms within the nursery is planned, and the information on the child shared between key persons is good. Parents are introduced to the new key person in advance of the move. Children are helped to feel emotionally secure when they start school because Reception class teachers are invited to visit them in the nursery during the term before they start. Children's personal, social and emotional development is addressed well. Consequently, the relationship between each child, their key person and other members of the staff team is good. Children are settled, happy and confident. Staff encourage them to play cooperatively with others, share and take turns. Children behave well and behaviour is consistently managed by staff with use of positive reinforcement in order to boost children's self-confidence. Good organisation of resources encourages children's independence as they are able to choose and easily select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals.

The nursery environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they learn how to climb up and down the stairs, they know why they must not run in the playrooms, they learn how to use the pedestrian crossing when they are out walking and they know how to use scissors safely. Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively because they are encouraged to be physically active on a daily basis. They enjoy activities equally in playrooms and an outdoor play area. The outdoor area is well organised and well-resourced. Climbing equipment that is suitable and challenging for children at different stages of development is provided and children are able to explore a 'natural' area where they can uncover mini beasts underneath logs. Children understand and adopt healthy habits such as good hygiene practices and they learn to manage their own self-care needs. Meals and snacks are provided and food is suitably healthy and nutritious. Staff are aware of, and address well, children's different dietary needs.

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

Staff ensure that children's health and safety is protected well. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. Required staff-to-child ratios are met and staff are deployed effectively throughout the nursery.

They assess and minimise risks successfully and strong systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are good and vetting procedures for staff are thorough. The manager makes sure that all staff are aware of their responsibilities to safeguard children. Parents are aware of the safeguarding policy and information on the Warwickshire Safeguarding Children Board procedures is displayed throughout the nursery. The manager ensures that her own and staff members' safeguarding knowledge is kept up to date so that children's welfare is assured.

The manager and staff use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored in order to ensure that children's care, and learning needs are addressed well. Staff are successful in ensuring that children make good progress in relation to their starting points. A recent focus for improvement has been on the provision for two-year-olds. Staff have attended 'Time to talk' training and this has led to a greater emphasis on encouraging children to lead their own conversations. 'Transitions in early years from toddler to pre-school' training has led to changes to the resources for the two-year-olds, specifically the development of heuristic play and greater opportunities to explore outdoors. A current priority is to encourage more involvement from parents. To this end, different social events and 'stay and play' sessions are planned. Processes for staff supervision, performance management, training and ongoing professional development are good. The choice of resources is good and books and toys meet children's needs at their different stages of development well.

The partnership with parents is strong because communication between staff and parents is good. This ensures that they work well together to meet children's different needs. Children do not currently attend any other early years provision but staff have experience of linking with other early years providers to ensure a cohesive approach to each child's care and learning. They also have experience of liaising with external agencies or services to ensure a child gets the support he or she needs. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation and records are kept up to date and in good order.

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. 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

Unique reference number	EY433713
Local authority	Warwickshire
Inspection number	874597
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	69
Name of provider	Jack in the Box Day Nursery (Nuneaton) Ltd
Date of previous inspection	06/03/2012
Telephone number	02476 383060

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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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