

# Jack in the Box Day Care

Tudhoe Moor Nursery School, Tudhoe Moor, Spennymoor, County Durham, DL16 6EX

<b>Inspection date</b>	03/10/2014
Previous inspection date	24/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is good. Children engage in exciting and challenging open-ended activities that promote their thinking and creativity.
- Children with special educational needs and/or disabilities are well supported; their needs are identified quickly and focussed interventions ensure they make good progress from their starting points.
- Staff have attended child protection training. They manage risks well, implement a range of policies and procedures effectively, and suitability checks have been carried out for all those working with children. As a result, children play and learn happily in a safe environment.
- The staff and parents work in partnership; they share information and work together to meet the care and learning needs of the children.
- There is a focussed programme of support, coaching and training, which enables the well qualified staff team to further develop their already good practice.

### It is not yet outstanding because

- The nursery environment is not consistently rich in print, signs, labels and symbols to maximise opportunities for young children to develop their understanding that print carries meaning.
- Children's learning through routine care times is not always fully maximised as older children are not involved in setting the table or serving their own food at lunch time.

## 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 viewed all areas accessed by the children including the outdoor environment and took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector carried out interviews with the manager and looked at and discussed a range of documents including policies and procedures.
- The inspector checked evidence in relation to the suitability and qualifications of staff working with children.

## Inspector

Pamela Nield

## Full report

### Information about the setting

Jack in the Box Day Care opened in 2006 and is managed by a Board of Directors. It operates from a purpose built building attached to a Children's Centre and Nursery School in the Tudhoe Moor area of Spennymoor. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across two rooms and have access to an enclosed outdoor play area. There are currently 60 children in the early years age range on roll. The nursery receives funding for the provision of early education for two-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 20 staff working directly with the children, the majority of whom have an appropriate early years qualification; 18 of the staff have appropriate qualifications at level 3 and one member of staff holds Early Years Professional Status. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- enhance the environment further so that it is equally rich in print, both indoors and out, in order to draw young children's attention to marks, signs and symbols to enhance their understanding that print carries meaning
  
- maximise learning opportunities through routine care times, for example, by involving children in setting the table and serving their own food at lunch time.

## Inspection judgements

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

The staff are confident early years practitioners, who have good knowledge of child development and how young children learn. As a result, teaching is good and on occasion, outstanding. Staff cultivate close, caring relationships with children offering lots of praise and encouragement for their endeavours. This enables them to feel secure and confident in their abilities. Consequently, children are supported to develop confidence and positive dispositions for learning. Staff work closely with parents when children first attend. They collate information about their child's care needs as well as their interests and developmental achievements. They use this information to successfully plan appropriately for children's care and learning needs from the start. Staff provide a good balance between child-initiated and adult-led activity. They document observations and accurately assesses children's progress at regular intervals. Therefore, children are making good

progress. Those children who need additional support have their needs promptly identified. Then, interesting, well thought out interventions are put into place and as a result, they make good progress from their starting points. Staff expertly plan for children's next steps across the seven areas of learning. They use what they already know about children's abilities and interests to provide an environment, resources and activities which stimulate their interest. Staff also respond very well to children's fascinations. For example, staff observe children looking at the movement of a variety of streamers, hanging from trees, which blow in the wind. They build on this fascination by helping the children to make simple 'kites' using a variety of resources which are on hand. Staff introduce vocabulary to the children, such as 'windy', 'blowing' and 'breeze', which children repeat. As a result, children run around with their kites flowing behind them. They learn about the windy day through experience. Children are active, interested learners who are being well prepared for school.

Staff place a strong focus on children's communication and language development and demonstrate effective teaching skills. Babies' language skills are supported as staff listen carefully to them and value their attempts to communicate, repeating the sounds they make. As children get older, staff repeat words that children attempt to say, teaching them the correct way to say them. Staff have been involved in a local authority project to promote language development through the use of stories, songs and rhymes. Hence, very young babies and toddlers thoroughly enjoy singing time and stories. They join in with great enthusiasm doing the actions, repeating phrases, clapping and moving to the rhythm. As children move through the nursery, they become independent learners through the support they receive from staff. For example, staff help children to explore gravity and momentum as they roll different sized bicycle tyres down the grassed slope. This activity is extended by staff as, through timely questioning, they compare the speed of different sized tyres and balls. Children's physical skills are developing as they push the objects and negotiate the slope to retrieve the items. They are counting by rote as they count 'one, two, three' before pushing the items down. Staff observe children closely and understand how to motivate them in their activities, by responding to their interests. A member of staff crouches beside the nursery fence with a small group of two-year-old children. She responds enthusiastically to the children's questions and the things they point out that they see happening in the street. For example, they see people passing the nursery and wonder together what they are doing and where they are going. The children are being taught to speak, listen and develop stories of their own through this simple activity. Staff help children learn how to appreciate books. Group story time is a favourite part of the day for children aged two years. Staff fully involve children in the story and they join in with familiar refrains. Staff make the story personal for children when they say, 'Look at the sleepy cat, he's yawning, he's very tired. Can you show me how you yawn?' Children immediately begin to copy the member of staff as they yawn, put their hands over their mouths and stretch their arms out. This teaches children that their involvement in stories and story time is valued. There are labels, signs and numbers displayed inside the nursery. However, this practice is inconsistent as there are no signs, labels or symbols displayed outside. This limits children's opportunities to develop their understanding that print carries meaning. Staff in the nursery ask questions that promote thinking rather than questions that require a definite answer. Consequently, children are supported to develop their thinking skills and solve problems. For instance, a child tries to roll a car down a runway made of different lengths of guttering on wire frames. The guttering has been

knocked and is not placed well on the frame and the cars stop half-way down. The child says, 'car stopped' and he walks around the frame, looking puzzled. The child is supported by a knowledgeable practitioner. She gives the child the time to think about the problem and try different ways to solve it independently. He tests his repair at each stage by rolling a car down the gutter. It does not work straight away and the member of staff stays close by offering encouragement to the child. He perseveres with this task. Eventually his efforts are rewarded as his car flies down the gutter and off the end into the basket. He cheers and claps along with the member of staff who helps him celebrate his achievements with a huge, 'well done!' and cuddles.

Parents are actively engaged in their children's learning. Staff provide them with regular summaries of their children's progress. They hold parent evenings every three months, where children's interests and achievements are discussed. This means that parents know what their children are learning so they are able to support them at home. Parents also respond positively to the nursery's request for ongoing information about what their child can do when they are at home. Parents discuss children's interests and achievements with their child's key person daily when they drop off or collect their child. The progress check for children between the ages of two and three years, is completed by the key person and parents working together. This means that parents and staff are working in partnership. They share information which enables them to work together to support children's learning and development.

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

Children are very happy, well settled and have formed extremely strong emotional attachments to their key person and peers. The settling-in period is flexible for all new children, which helps strong attachments and a trusting relationship to form. Feeling secure and cared for supports children's all-round development and emotional well-being. The staff provide a very warm and welcoming environment. This promotes strong attachments and self-confidence, as well as ensuring parents feel extremely well assured that their children are being well cared for. For example, a parent states, 'my child is so happy coming here. When I pick her up, she's had a wonderful time and loves her key person'. Consequently, these secure relationships ensure that all children are well prepared emotionally for transition into the next stage in their learning at nursery.

The nursery environment is clean and well organised. Children are active, motivated learners as resources are stored on low shelving, which enables them to access the resources they need independently. The ingredients of a healthy diet and lifestyle are promoted extremely well. For example, children develop their physical skills outdoors and enjoy the fresh air and exercise daily. Meals and snack times are friendly, sociable times where children and staff come together. Meals are freshly prepared in the nursery, they are nutritious and well-balanced. Snacks of fresh fruit with water or milk to drink are available to the children, which they eat happily. The children have access to drinking water throughout the day, which they access independently. They each have their own cup, marked with their photograph, which gives them a sense of belonging. Staff talk with the children about the importance of eating healthy foods. They remind them to wash their hands at regular intervals during the day, particularly before handling food. This

helps children to develop their understanding of the importance of good hygiene practices in relation to keeping themselves healthy. The staff have created an interesting and safe environment in the nursery garden, which invites them to play and explore. For instance, children scoop up leaves from the ground and put them into a large tray. Staff ask children to listen to the sounds of the leaves as they 'crunch and crackle'. Children use magnifying glasses to look closely at the leaves and insects they find there. They also take photographs of things that hold their interest. Babies explore confidently and move away from their key person but regularly check in for comfort and reassurance which is provided wholeheartedly. Children go to staff for comfort and support when they are hurt or need some help. They provide reassurance and cuddles and they happily return to their play. Babies' and young children's personal care needs are met promptly, which ensures they remain clean and comfortable. The staff generally use routine opportunities to encourage babies and young children to develop their independence. For example, they attempt to put their own coats and shoes on and find their own drinking cup and nappy changing bag. Babies lift their arms and legs to 'help' with dressing and intimate care. As a result, children are supported to develop the necessary motivation and self-confidence to help themselves and become independent. However, teaching opportunities are not maximised and independence is not fully promoted for older children during all routine care activities. For example, children are not involved in setting the table or serving their own food at lunch time.

Staff are extremely good role models who manage children's behaviour very well. They positively reinforce good behaviour and kindness with lots of praise and very calmly distract young toddlers when they become upset or frustrated. Consequently, babies and very young children are learning to cooperate with each other, share and are developing their understanding of boundaries and expectations. Children are developing a sense of responsibility. They look after the resources they use by carefully and enthusiastically tidying them away before lunch time. The staff constantly praise and encourage the children throughout the day, which develops their self-esteem and builds confidence. Children are supported to have a good awareness of safety as staff gently remind them to be careful as they play. The children take part in regular emergency evacuation practices to ensure everyone can leave the nursery quickly in an emergency. Staff gently encourage children to take measured risks. For example, while playing in the garden children expertly negotiate the sloping grassed area. They move around freely experiencing different surfaces and levels. Children confidently climb steps, balance on large equipment and play in cosy spaces, such as a willow arch-way. They jump, climb and balance. As a result, children are being extremely well supported to learn their physical limits and play safely. Staff are aware of their responsibility to prepare children emotionally for their move to other settings including the attached nursery school. Children who are two years old are warmly welcomed into the nursery school, which is in the same building to have their lunch. This means they meet the older children, and some of the staff. It also helps children become familiar with the new environment. As part of preparing children for the move, staff invite children to spend time in the nursery during the session. A summary of children's learning and development is completed and passed on to the new setting. This supports children's transition and helps staff understand where children are in their development.

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

Arrangements for safeguarding children in the nursery are good. This ensures that children are cared for in a safe environment. Good adult-to-child ratios are maintained and staff are deployed well. This ensures that children are safe and well supported in their play and learning. Robust risk assessments are in place for all aspects of the nursery. These are complemented by daily visual checks carried out by staff. Consequently, this ensures the environment is safe for the children who attend. The safeguarding of children is given high priority by all staff. All members of staff have attended safeguarding training and comprehensive policies and procedures underpin practice. This means that staff understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. Secure recruitment and vetting processes ensure that those working with children are suitable to do so. Well planned induction enables new staff to understand their roles as soon as they start. Ongoing suitability is thereafter monitored through supervision, with the manager monitoring performance to identify any training needs. The management team carry out peer observations of staff working with the children. This means that practice is evaluated and advice is given about adapting activities, so that the best possible learning outcomes are sought for children.

The range of policies clearly illustrates that management fully understand their responsibility to meet all the requirements of the Early Years Foundation Stage. Self-evaluation is carried out. Parents are involved in the evaluation process through questionnaires and management take on board any suggestions made for improvement. For instance, fruit is now offered in place of sweet desserts in order to promote healthy eating. Management clearly monitor the delivery of all educational programmes and monitor the achievements and progress of all children closely. Since the last inspection the manager has worked closely with the staff team in reflecting and improving upon their practice. They have successfully addressed the recommendation from the last inspection by introducing rigorous self-evaluation processes. For example, self-evaluation is used routinely to identify areas for improvement. The impact of changes upon teaching and children's learning is assessed routinely, as is the impact of projects and staff training. The management team link staff training to identified need and the impact of professional development upon children's progress is measured. For example, children's communication and language development was identified as an area for improvement. Staff attended a course about promoting stories and books with young children. The aim is to improve teaching with regard to children's language skills. Robust monitoring systems clearly show the impact of the training upon teaching as well as children's progress.

Links with external agencies are strong. For example, the nursery works closely with a range of other professionals, such as health visitors, speech and language therapists and the hearing impairment team to ensure the needs of all children are met. Staff in the nursery believe in working closely with parents to engage them in nursery life. They offer rhyme parties for parents and children with the aim of promoting the use of songs and rhymes at home. Parents spoken to on the day of the inspection comment that they particularly value the friendly, approachable nature of the staff team as well as the effective way staff help children to learn and develop.

### **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

<b>Unique reference number</b>	EY270579
<b>Local authority</b>	Durham
<b>Inspection number</b>	860757
<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>	56
<b>Number of children on roll</b>	60
<b>Name of provider</b>	T.M. Nursery Enterprises Ltd
<b>Date of previous inspection</b>	24/02/2009
<b>Telephone number</b>	01388 816112

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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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