

Jack in The Box 2004

Whitehills Primary School, Acre Lane, NORTHAMPTON, NN2 8DF

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|--------------------------|------------|
| Inspection date | 12/12/2014 |
| Previous inspection date | 30/01/2009 |

| The quality and standards of the early years provision | This inspection: | 3 |
|--|-------------------------|----------|
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision requires improvement

- Children's social and emotional needs are addressed effectively by staff. Early years children are confident in a larger group of older children and all children interact well.
- Children are safeguarded because staff are aware of their responsibilities to protect them from abuse and neglect.
- Children's mathematical and literacy development are promoted well by staff. They play games that support counting, calculation and numeral recognition, and they write for a variety of different purposes while they play.
- Parents say how enthusiastic their children are about attending the club.

It is not yet good because

- Staff do not consistently ensure that they utilise available space in the school to ensure that floor space requirements are met for the number of children attending at any one time.
- Staff do not maximise links with Reception class teachers and staff to ensure that the out-of-school provision fully complements children's learning in school.
- Children's learning, with regard to healthy eating, is not fully supported by staff. Food provided includes chocolate spread and chocolate breakfast cereals, and staff do not reinforce messages about the healthier choices available.

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 the play room and outside.
- The inspector spoke with the provider/manager, staff and children at appropriate times during the session.
- The inspector looked at children's admission records, policies and procedures, staff suitability and training records 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 before and after school club opened in 2007. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Whitehills Primary School in Northampton. An enclosed playground, playing field and a woodland area are used for outdoor play. There are currently 53 children under the age of eight years on roll, 14 of whom are in the early years age group. Children attend for a variety of sessions. The club is open term-time only, Monday to Friday, from 8am to 8.50am and from 3.15pm and 5.45pm. Children attending are pupils of the school. Five staff are employed to work at the club, three of whom are qualified in early years at level 3 and one at level 2.

What the setting needs to do to improve further

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

- organise all available floor space more effectively in order to meet the needs of the children, and to consistently meet floor space requirements for the number of children attending at any one time.

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

- extend links with Reception class teachers and staff, so that the out-of-school provision fully compliments children's learning in school
- improve the range of healthy foodstuffs for children to choose from, in order to raise their understanding that good practices with regard eating can contribute to good health.

Inspection judgements

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

Children are provided with appropriate toys and activities that enable them to use the knowledge and practise the skills that they are gaining in school. Early years children attending the club before and after school are aged four or five years. They attend the Reception class in the host school. Parents are provided with information about what their child has been learning in school because teachers write notes in a book that is sent home. Parents are happy for staff to read this information, and staff observe children in order to identify their achievements. However, direct communication with teachers is not maximised to ensure that the provision fully complements children's learning in school.

Children are able to choose from a variety of toys and activities, and they decide what to set out on tables each day. These include art and craft resources, construction toys, small-world toys, graphics resources, computers, books and a good variety of boxed games. Children can choose to play outside at the beginning of every session, until it gets too dark to safely do so. Large, fixed physical play equipment is challenging and exciting for children at different stages of development. They play football in teams with their friends and gain confidence and skills when they play with skate boards and ride on toys that include go-carts. Children speak clearly and confidently and use full sentences while they chat with staff and other children. Early years children are happy to be advised by older children on how to play computer games. They use the controllers competently.

Children enjoy playing table-top games and some of these promote their mathematical learning effectively. One of these is a variation of a 'pick up sticks' game and involves carefully picking up small toy bones, so that a skeleton head does not make a shrieking sound. Children count up the total number that they have picked up to determine who the winner is. More able children are challenged because each one of the bones shows a number, and so staff ask them to add the numbers up. Children play with these games cooperatively and readily take turns. They copy prints in order to re-create patterns using mosaic beads and boards. Graphics resources are always available, and so children are able to practise pencil control and skills with use of tools, such as scissors. Staff encourage children to practise their writing; for example, they are writing letters to Santa and they write on large white boards while they pretend to be teachers.

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

Children's personal, social and emotional development are addressed well by staff, and children interact well with each other and with staff. In order to support children's emotional security, parents and children are invited to visit the club in advance of the first session. Early years children and older children play together happily and co-operatively. They behave well and demonstrate a clear understanding of behaviour rules, which include turn taking. Children demonstrate an awareness of safety rules. For example, they independently access the outdoor area via a corridor and they know that they must not enter classrooms on their way. A buddy system operates for the benefit of early years children new to the group, and so older children escort them to the outdoor area. Children are encouraged to be physically active every day and are keen to play outside for as long as possible after school. Staff provide torches for when it begins to get dark, but they make sure that children are aware of boundaries in the large outdoor area. Children enjoy exploring in a woodland area.

Staff create a safe and welcoming play environment for children. Information on their practice with regard to safety, illness and accidents is provided for parents. Staff are aware of their responsibilities to protect children's health through promoting good personal hygiene practices, and children are able to attend to their self-care needs. Children's independence is promoted because they make decisions about when they want to eat, and because they serve themselves. Children pour their own drinks and competently spread butter onto bread or toast. They can choose to eat cereals, with or

without milk, at tea time as well as at breakfast time. However, staff do not fully support children's learning with regard to healthy eating. This is because chocolate spread and chocolate cereals are available, and so the majority of children choose these rather than foods, such as cheese and sugar free cereals.

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

Staff ensure that children's health and safety is protected appropriately. They are 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. Staff are aware of their responsibilities to protect children from abuse and neglect. A safeguarding policy is provided for parents. Procedures for recruitment, selection and induction are satisfactory and vetting procedures for staff meet requirements. The provider ensures that her safeguarding knowledge is kept up to date and she cascades her knowledge to other team members. Security of the premises is addressed well and staff assess and minimise risks in areas used by the children. However, the provider has not fully considered using additional indoor space for the children when the number attending exceeds the maximum that can be accommodated in the main playroom. This is a breach of a welfare requirement. However, on this occasion, it is not deemed to compromise children's safety because most children choose to play outside when the session begins and most are collected by their parents while they are outside.

Staff give consideration to an educational programme by providing activities that enable children to learn through play in accordance with their choices and interests. The provider reviews the provision sufficiently in order to improve. Recommendations, raised at the time of the last inspection, have been addressed appropriately. The provider welcomes support offered by local authority advisers. She is a creche worker and a staff member works in a nursery during the day, and so knowledge gained is used effectively to support early years children who attend the out of school club. Records required for the safe and efficient management of the provision and to ensure that the needs of children are met, are maintained and implemented well.

Parents share positive views about the service provided. Staff are aware of the importance of obtaining information from them in order to meet children's individual care needs. Information provided for parents includes a full range of policies that successfully reflect the ethos of the provision. Staff identify the value of good links with school staff in order to ensure continuity for children. However, these links are not fully effective with regard to ensuring continuity of learning through play in the before and after school club.

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

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| Unique reference number | EY340319 |
| Local authority | Northamptonshire |
| Inspection number | 878216 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 35 |
| Number of children on roll | 100 |
| Name of provider | Maureen Cross |
| Date of previous inspection | 30/01/2009 |
| Telephone number | 01604 843780 |

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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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