

Jack in the Box Nursery

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

Inspection date

12/01/2015

Previous inspection date

11/08/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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

- Practitioners are kind and approachable, and partnership with parents is positive. Children are happy, confident and settled and develop a sense of belonging at the nursery.
- Practitioners are clear about their role and responsibility to protect children and know what to do in the event of a concern.
- Children are encouraged to make healthy food choices and benefit from good opportunities to play outdoors.

It is not yet good because

- Systems to monitor the quality of teaching and the consistent implementation of the assessment procedures are not yet firmly embedded.
- Opportunities to strengthen parent partnership, to help them better support their child's learning at home, are not fully maximised.
- Children are not always given enough time to explore and test out what they are doing during planned activities, and the organisation and presentation of some activities and resources is not as effective as it could be, particularly in relation to meeting the needs of the younger children.
- Some aspects of children's learning and development are not fully maximised, particularly when they are playing outside or involved in art and craft activities.

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 learning activities in both playrooms, in the outdoor area and while children were having their lunchtime meal.
- The inspector talked to practitioners and children and held a meeting with the manager.
- The inspector sampled a range of documentation, including children's records, assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners, working with the children, and looked at a range of policies, procedures and risk assessment documents.
- The inspector conducted a joint observation of children's activities and interaction between practitioners and children, with the manager.
- The inspector took account of the views of parents and carers, spoken to on the day of the inspection.

Inspector

Jacqueline Nation

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 the compulsory and voluntary parts of the Childcare Register. It operates from the St George's Community Hub in Birmingham. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed garden available for outdoor play. The nursery employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 2 to 6. The nursery opens Monday to Friday, all year round, from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 32 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery also offers out of school provision, including a holiday playscheme for children attending three local schools.

What the setting needs to do to improve further

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

- ensure the systems to monitor the quality of teaching and the implementation of the new observation, planning and assessment procedures is consistently accurate, to improve experiences for the younger children and ensure all children make consistently good progress
- ensure that playrooms are more effectively organised to take into account the needs of the younger children and offer them opportunities to independently explore and investigate using all of their senses
- improve the quality of teaching by ensuring all staff understand the importance of allowing children time to try and complete things for themselves.

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

- review and improve the use of resources and learning experiences for children in the outdoor play space, by providing mark making and role play resources and by making sure younger children have access to resources that are appropriate to their age and stage of development, to help them further develop their physical skills
- enhance opportunities for children to think more creatively and be able to use their imagination by providing access to a wider range of resources to develop their creative skills and review the way resources are presented and used for the younger children, to more effectively meet their needs
- extend the methods used to help parents guide their child's learning at home, and then encourage them to share details of what their child achieves, so that this information can be used as part of the plans to support the child's future learning.

Inspection judgements

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

Children enjoy being at nursery and are keen to join in the activities provided. All children and their families receive a warm welcome from practitioners on arrival. Children enjoy the company of each other and play well together. However, the quality of teaching and learning and the organisation of resources is variable across the setting. This means that while some older children make good progress in their learning, this is not consistent

across all age groups, and this particularly affects the younger children in the group. Older children thoroughly enjoy their time playing and learning and use their imagination well. However, the younger children's learning needs are not always supported as effectively. This is because there are fewer resources to enable them to use their senses to explore and investigate or to fully promote their physical development. In addition, some group times are not organised well enough to meet the needs of all the children. For example, story and music sessions are thoroughly enjoyed by the older children in the group, who are able to listen and be attentive. However, the younger children's involvement and interaction in these group activities is less effectively supported, and this means their learning needs are not promoted as well as they could be. Overall, there is room to improve the organisation of group activities and the presentation of resources, both inside and outside, to place a stronger emphasis on play and learning for the younger children. This is to ensure their needs are met more effectively and that all children make consistently good levels of progress.

Practitioners have an appropriate understanding of how children learn and interact with them positively. Children make steady progress overall in their learning and are developing some of the skills they need in readiness for school. The system for observation, assessment and planning has been changed since the last inspection. While this is beginning to place a stronger focus on individual children's interests and improved use of observations, the system is not fully embedded to ensure it is fully effective. Therefore, both teaching and how some practitioners use the information gained from their observations requires improvement. Closer monitoring and tracking of children's progress and achievements is beginning to help practitioners to identify and plan for any gaps in children's learning. This also provides parents with a more precise and accurate overview of their children's achievements.

Practitioners join in with children's play, readily conversing with them to stimulate their interest and foster their language skills. They ask children questions that help to promote their thinking and learning skills. However, practitioners sometimes plan activities where there is too much emphasis placed on the end result, and not enough on the child's individual learning experience. For example, when older children were mixing paints and making patterns with their fingers, practitioners took over and did not allow the children to finish the activity themselves. This means that practitioners are not sufficiently focussed on supporting children's sensory experiences or helping children to try and complete things for themselves.

Children are confident in the nursery and older children demonstrate good independence skills. They show that they are familiar with the daily routines as they get their coats to play outside and help during lunch time routines. Overall, children are provided with a wide range of resources to support their play and learning. There are well-resourced areas for role play in the home corner and easy access to books and computers. Children particularly enjoy exploring the properties of sand and water. Younger children like to fill and empty containers and older children use their imagination and make 'cakes' using the sand. When asked what ingredients they need to make a cake, the children reply, 'flour, sugar and sunshine'. It is evident that children take part in a wide range of creative activities, such as painting, manipulating play dough and sticking activities. Younger children use paint and glitter to foster their mark making skills and older children enjoy

drawing pictures of their families. However, there are less opportunities for children to use art and craft resources whenever they want to, so that they can freely build on their creative thinking and imagination. Children's mathematical skills are fostered well as practitioners use numbers, size and colour and shape names as they play with the children. This helps children to develop their knowledge of counting and shapes and they confidently use words, such as, big, small, rectangle, oval and triangle.

Partnership with parents works generally well and parents are kept informed about their child's progress and development. Practitioners have daily discussions with parents and learning journey records are shared at parents' evenings. A delightful range of photographs are displayed around the nursery showing children's participation and enjoyment in activities. Practitioners gather information about children's skills, abilities and interests before they start and this helps with the initial planning of activities to help children settle in. However, there is room to improve the arrangements for supporting parents in guiding their child's learning at home and sharing details of these achievements. Effective arrangements are in place to support children when they move on to their next phase in learning. Good links are established with local schools and nurseries.

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

Children are happy and practitioners are friendly and approachable. Throughout the nursery, children are growing in confidence as they settle into the daily routine and become familiar with the environment. An appropriate range of information is gathered from parents during the admission phase about children's individual needs, their family, home languages and interests. This helps practitioners to meet children's individual needs when they start at nursery. Settling-in visits are organised to meet the needs of children and their parents. This helps children to develop a sense of security and belonging and reassures parents when they see their children comfortable in their new surroundings. Children who speak English as an additional language are supported appropriately. Practitioners ask parents for some key words in their home language and they use picture cards to help foster children's communication skills. Practitioners foster children's personal, social and emotional development appropriately. Children develop positive relationships with practitioners and their key-person, this helps them to form a secure attachment and supports their emotional development. Practitioners encourage children to talk about different feelings as they engage with them using a range of face masks which depict a range of feelings, such as, happy, sad and angry. Inclusion is promoted within the nursery and all children and their families are treated equally. Positive image resources and activities that reflect diverse cultures are incorporated in activities.

Children enter a welcoming environment and freely move between the two playrooms where most resources are stored at a low-level, which enables them to initiate some of their own play and learning. The indoor space is laid out generally well, and children also benefit from being able to move freely from inside to outside as they play. However, resources are not always organised or used as effectively as possible to fully support children's all round development. For example, there are little resources outside to encourage children to make marks or to support acting out familiar roles during their

pretend games. In addition, the youngest children do not always have access to physical play equipment that is appropriate for their age and stage of development, such as sit and ride toys. Children get on well with their peers and they play enthusiastically and cooperatively. This helps to build their confidence and social skills while at nursery and in readiness for school. Children's behaviour is good and they are guided well by practitioners who use some simple rules and gentle reminders to help children learn about sharing and taking turns. Children receive praise and encouragement for their achievements. This helps boost their confidence and self-esteem. Children learn how to keep themselves safe and they understand how to evacuate the premises in the event of an emergency. Good attention is given to making sure children are cared for in a secure environment and visitors are required to show their identification and sign the visitors' book. Daily safety checks are carried out by practitioners and children are supervised appropriately. The nursery has close circuit television in place to provide additional monitoring of the entrance, outdoor play space and playrooms.

Children's health and well-being is managed effectively. Effective information sharing with parents means that children's dietary needs are met well. Children are provided with healthy snacks and well balanced meals. Meals are provided by an onsite catering service and children's cultural and individual dietary needs are catered for. At lunchtime, some children take on the role of helper and children serve themselves to food and this helps promote their independence skills. Practitioners talk to children about the benefits of eating vegetables and how they will develop big, strong muscles. A healthy lifestyle is encouraged and children know the daily routines which involve, washing their hands before eating and brushing their teeth after lunch.

Practitioners have formed links with other agencies and professionals and this means that children with special educational needs and/or disabilities receive any additional support they need to help them make progress. For example, they have liaised with speech and language therapists to help promote children's language skills. There are established links with local nurseries and schools to support a smooth move for children to nursery or school. Practitioners also work closely with other early years providers who share the care of children to ensure continuity of care and learning, this includes children who attend the after school club.

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

Managers have a good understanding of their responsibilities to ensure practice meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Since the last inspection, the manager and practitioner team have focussed their action plans on quality improvement to help the setting move forward. They have worked closely with the local authority early years team to improve the quality of care provided. This has included an audit of the provision to support and provide a structured approach to quality improvement and self-evaluation. Actions and recommendations from the last inspection have been implemented appropriately to promote children's safety during mealtimes, improve the quality of teaching and learning, and a review of planning and assessment has been carried out. This means that key-persons now place a stronger focus on planning

activities based on their observations and children's interests and next steps in learning. They have also devised strategies to better support children who speak English as an additional language. However, there is still room to improve some aspects of practice linked to the learning and development needs of the younger children at the nursery and the organisation and presentation of resources both indoors and outside.

The manager and practitioner team demonstrate a clear commitment to continuous improvement and are fully aware of what they do well and the areas for further development. All practitioners have a sound understanding of how children learn and have embraced the changes to the observation, planning and assessment procedures. However, this new system is still in its infancy and is not yet fully embedded to ensure children make the best possible progress in their learning and development. The manager has started to monitor the quality of teaching and children's learning and development within the provision. This includes regular reviews of the progress children make and identifying any gaps in children's learning or the educational programme.

Practitioners are clear about their role and responsibility to protect children. They are knowledgeable about what to do in the event of a concern about a child in their care, or if an allegation is made about a member of staff. Safeguarding procedures include the safe use of cameras and mobile phones in the nursery to protect children's welfare and well-being. A good range of information, including the safeguarding procedures and contact numbers for local agencies are displayed in the entrance area. This means that both practitioners and parents have access to the necessary information should they need to seek advice or refer on a concern about a child's welfare. Recruitment, vetting and induction procedures are effective, ensuring the suitability of practitioners working with the children. They include Disclosure and Barring Service checks and checking evidence of relevant professional qualifications. There are good procedures in place to assess practitioner's ongoing suitability. Practitioner's professional development is supported through appropriate systems for supervision, appraisal and performance management. They complete training to update their professional skills and knowledge. For example, they have completed safeguarding and food safety training and attended a course focused on meeting the needs of two-year-olds. However, not all staff have yet implemented their new knowledge and improving the support provided to the younger children is an area that requires further improvement. All the required documentation is in place to meet legal requirements. This includes children's records, the necessary parental consents, medication and accident records, and an accurate record of children's hours of attendance. All documentation is accessible for inspection and stored securely to ensure confidentiality. Risk assessments and safety checks carried out each day help practitioners to identify any potential hazards to children indoors and outside.

Parents are warmly welcomed into the nursery. They are provided with a range of information during the settling-in period, such as policies and procedures and details of their child's key person. This ensures they are aware of how the provision operates and helps build the link between home and nursery. They have discussions at arrival and collection times and this means that parents are informed about their child's care, well-being and the activities they have enjoyed. Parents speak positively about the nursery and the progress their children make. They say their children thrive and develop confidence. Parents particularly like the good access to outdoor play and also being invited to parent's

evenings to talk to their child's key-person about the progress their child as made. The nursery has established links in the local authority to secure appropriate and timely intervention for children who may need additional support.

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	EY425158
Local authority	Birmingham
Inspection number	988450
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	32
Name of provider	JITB Ltd
Date of previous inspection	11/08/2014
Telephone number	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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