

# Jack in the Box at Yewtree

Cattsdell, Hemel Hempstead, Hertfordshire, HP2 5SF



## Inspection date

4 December 2015

Previous inspection date

7 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff are well qualified and demonstrate an excellent understanding of how children learn and develop. They provide an abundance of exciting and challenging activities for children to enjoy. Children are exceptionally eager to learn and extremely focused on activities.
- The staff have built exceptional partnerships with parents. Parents are fully involved in their child's learning and are well informed on ways to support their learning at home.
- The nursery works closely with other professionals to close gaps in children's learning and provide any specialised individual support.
- The management team is inspirational. The manager and the staff team work extremely well together in their constant drive for improvement through self-reflection and evaluation. They continuously seek ways to improve children's learning experiences.
- The nursery has an exceptionally strong focus on supporting children in gaining language and communication skills. Children are very eager to join in with a game where they choose a toy and describe the object, the colour and the sound it makes.
- Staff benefit from regular supervision and sharply focused targets. This promotes their professional development and targeted training, which builds on their already excellent practice.
- The management team is continuing to extend parents' knowledge of how their children learn and develop through in-depth training sessions. Parents further their understanding of the different stages of learning and development and how to manage their children's behaviour.
- Staff actively seek the views of parents and children and very effectively use these to sharply focus on priorities for improvement.

## What the setting needs to do to improve further

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

- exploit the opportunities for children to use an extended range of information and communication technology.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the self-evaluation, children's learning journeys, relevant policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents, staff and children during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. There are robust systems in place for staff recruitment, vetting and induction, which promotes children's safety and well-being. All staff are very knowledgeable and know the signs to be aware of that would raise a concern about a child's welfare. All staff know who to contact and the procedure to follow in reporting a concern. Through peer observations, staff are encouraged to share excellent practice and learn from one another, which contributes to the high quality of teaching and learning. Staff are supported in keeping their training up to date and accessing training that will benefit the nursery as a whole. The management team rigorously monitors the children's progress from their starting points and their targeted programme of support and development. The nursery works very closely with the local children's centre in supporting parents.

### Quality of teaching, learning and assessment is outstanding

Staff use precise planning, observations and assessments to meticulously plan children's next steps in learning. The planning incorporates children's interests and their targeted next steps. Sharply focused, challenging activities and learning opportunities support children to make exceptional progress. Staff support children's progress in mathematics. Children roll a dice, count the number of dots and match the number on their gingerbread person. Children use number lines to support them in their counting and recognising of written numerals. Children have focused group times which strengthen their learning of mathematics. They listen to a story about shapes and are encouraged to join in and find shapes around the room that match with the ones in the story. They learn how many sides and how many corner points each shape has. The nursery has already recognised the potential to offer children even further opportunities to use an extended range of information and communication technology equipment.

### Personal development, behaviour and welfare are outstanding

Children are very confident and rapidly acquire independence skills. Children put on their own coats and boots. In craft activities, they can choose for themselves from an extensive range of resources. New children settle very quickly at the nursery, supported by their key person's individual attention. Through parent and toddler groups held once a week, they form close bonds with staff before they start at the nursery. Staff make excellent use of daily opportunities, such as meal and snack times, to support children to understand about keeping healthy. Children have a wealth of opportunities for learning outside. This is beneficial to children who prefer an outdoor style of learning. Children have made a fairy woodland area using natural objects, which extends their learning about the world.

### Outcomes for children are outstanding

All children are making exceptional progress from their starting points, including those who speak English as an additional language, disabled children and those with special educational needs. Gaps in learning are swiftly identified and targeted support is given. Children are extremely well prepared for their next stage in learning and for moving on to school.

## Setting details

<b>Unique reference number</b>	EY427014
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	850151
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Jack In The Box Partnership
<b>Date of previous inspection</b>	7 November 2011
<b>Telephone number</b>	07958746531

Jack in the Box at Yewtree was registered in 2011. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens Monday to Friday during term time only. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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