

# Jack in The Box 2004

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



## Inspection date

13 April 2016

Previous inspection date

12 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is inadequate

- Children's welfare and safety are compromised. The provider does not follow rigorous recruitment and selection procedures for staff. There is no effective process for staff induction and supervision arrangements to monitor and improve practice are not in place.
- The provider does not ensure that the members of staff who hold paediatric first-aid certificates are deployed effectively. She has not considered the layout of the premises to ensure that these staff can respond quickly to children in the event of an emergency.
- Risk assessments are not effective in identifying and minimising hazards to children. This is with regards to alerting children to potential emergency situations. Children are also allowed to wander around and play while eating.
- Parents are not made aware of the safeguarding policy and procedures regarding the use of mobile phones. Staff are currently reliant on using personal mobiles to communicate when activities are undertaken both indoors and outside.
- Ineffective evaluation of the practice contributes to the significant weaknesses in safeguarding and leadership and management. In addition, the views of children, parents and staff are not sought to drive continual improvement.

### It has the following strengths

- Children thoroughly enjoy playing small-group games with their friends. They demonstrate an ability to negotiate with others, such as establishing whose turn it is next.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ implement robust vetting and recruitment procedures to ensure the suitability of staff and their ability to fulfil their roles	10/10/2016
■ ensure that staff with paediatric first-aid certificates are effectively deployed throughout the setting to ensure that they are able to respond to emergencies as quickly as possible	13/04/2016
■ ensure the safety of children, staff and others on the premises in the event of fire or other emergencies and ensure that there is an effective emergency evacuation procedure	13/04/2016
■ undertake rigorous risk assessments to identify, minimise or remove hazards to children and staff	13/04/2016
■ ensure that all parents are made aware of the safeguarding policy and procedures, including the current arrangements for the use of mobile phones	16/05/2016
■ develop rigorous procedures to regularly check staff performance, in order to consistently coach and support staff to improve their individual effectiveness and overall practice.	10/10/2016

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

- develop self-evaluation systems, including the views of all stakeholders, to ensure all aspects of the provision are rigorously reviewed and take prompt action to address key weaknesses.

**Inspection activities**

- The inspector observed the quality of staff interactions with children during activities taking place inside and outdoors.
- The inspector spoke to children, staff and the provider at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the club's policies and procedures.
- The inspector looked at evidence to help determine the suitability of all those working with children.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**

Andrea Price

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider demonstrates a poor understanding of her responsibilities in relation to the statutory requirements. Systems to identify and minimise potential risks and for self-evaluation are not effective. Key weaknesses in practice which affect the safeguarding and welfare of children are not identified adequately by the provider. For example, staff trained in paediatric first aid are not always deployed effectively throughout the club. During the inspection, attention to a minor injury sustained by a child was delayed as staff had to locate the first-aid trained staff. In addition, staff relied on another child to inform other staff of the incident. The setting's safeguarding policy and procedures are not shared effectively with parents. Therefore, parents do not have a good understanding of how the setting protects their children, specifically in relation to the use of personal mobile phones by staff to communicate with colleagues outdoors. The provider demonstrates a poor understanding of effective vetting and recruitment procedures. Although Disclosure and Barring Service checks have been carried out on the staff, the provider is reliant on her personal knowledge of the people when ascertaining their suitability. Staff supervision meetings do not occur. Staff are not offered regular opportunities to receive coaching and support to extend their skills in supporting children's play and development.

### Quality of teaching, learning and assessment requires improvement

Staff provide an adequate range of activities based around children's interests. However, children are not effectively supported to gain a better awareness of their own safety, for example, with regards to snack time. Children's creative ideas are enhanced and encouraged, for instance, through use of the various art and craft materials and resources freely available to them. Children develop good communication skills. Younger children ask a range of probing questions in order to identify characters during group games. All children demonstrate very good concentration skills as they take part in activities that interest them. Children take time to build purposeful structures using bricks and play imaginatively for long periods of time. Children say that they like playing with their friends at the club. Parents appreciate the friendly staff. They feel it is important that children mix with different age groups and children from other schools, to develop their social skills.

### Personal development, behaviour and welfare are inadequate

The welfare of the children is not assured and parents are given a false sense of security with regards to their safety. Managers fail to ensure that staff with first-aid qualifications are deployed effectively in the club. Risk assessments are poor and do not cover all aspects of the provision. Although children independently access a range of healthy snacks and drinks, they often wander around the classroom with fruit, sandwiches and bowls of cereal, eating as they play. The provider has not identified this as a choking hazard. The arrangements for alerting children to an emergency evacuation at the club are not effective, given the vast size of the outdoor areas which children access. Nevertheless, children demonstrate that they feel happy and content in the club. They generally behave well and form strong friendships at the club, enjoying playing alongside others. Older children share resources without the intervention of staff. Children thoroughly enjoy

playing outdoors and being physically active. They independently access a wide range of interesting resources. Children run freely, roll down hills and happily take part in group games. Younger children enjoy talking with staff about their interests outside of the club, such as ballet and gymnastics. Children proudly show off their newly learned skills to visitors, such as being able to work the different types of static exercise equipment. Children are developing a good understanding of the need to exercise in order to keep healthy and grow well. Staff interact well with the children, building on their interests during meaningful conversations, such as talking about the changes that occur to their body after physical exercise.

## Setting details

<b>Unique reference number</b>	EY340319
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1041405
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	35
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Maureen Cross
<b>Date of previous inspection</b>	12 December 2014
<b>Telephone number</b>	07719 854006

Jack in The Box 2004 was registered in 2007. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at levels 2 or 3. The club opens from Monday to Friday, term time only. Sessions are from 8am until 8.50am and from 3.15pm until 5.45pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

