

Jack In The Box Playschool

Parish Hall, Green Street, Sunbury-on-Thames, Middlesex, TW16 6RN



Inspection date

18 April 2016

Previous inspection date

24 May 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager, who is also the nominated person, does not monitor the completion of children's assessments robustly enough. Staff do not consistently complete and share all children's two-year-old progress checks with parents, as required, to promptly identify any areas where children may need additional support.
- Self-evaluation does not identify all weaknesses quickly enough for staff to make effective improvements.
- Some links with parents and other settings are weak and do not ensure that all information about children is shared effectively to provide a good level of continuity.
- Staff do not consider all opportunities to promote children's learning with technology.

It has the following strengths

- The staff are warm, nurturing and develop strong bonds with the children. Children gain confidence, and feel comfortable and secure. Children enjoy their time in the setting.
- Children have effective opportunities to carry out a variety of personal care tasks and to become independent. For example, they enjoy helping to prepare their own snack and tidying away toys.
- Staff demonstrate positive behaviour and help children to gain an understanding about acceptable actions. Children learn how to behave well.

What the setting needs to do to improve further

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

Due Date

- complete the required progress checks for all children between the ages of two and three years, and provide parents with a written summary of their children's strengths and any areas where progress is less than expected. 18/04/2016

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

- make effective use of self-evaluation to identify and address weaknesses in practice that require improvement
- strengthen further the relationships with parents and other professionals involved with children, to support continuity in teaching and care
- provide more opportunities for children to follow their interests and to learn with technology.

Inspection activities

- The inspector toured the areas of the premises that children use.
- The inspector spoke to parents and carers to gather their views.
- The inspector carried out a joint observation with the manager and observed staff's interactions with the children.
- The inspector looked at written policies and other relevant documents.
- The inspector spoke to the manager and staff to determine their knowledge of the requirements of the Early Years Foundation Stage.

Inspector

Sara Hope

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers do not use self-evaluation effectively enough to make improvements quickly, to secure the best outcomes for children. Staff provide parents with some useful information about their children's progress. However, overall, communication with parents and other professionals is not consistently effective in helping to provide fully coordinated teaching and care. Arrangements for safeguarding are effective. Staff understand how to identify and report concerns about children's welfare. They risk assess the areas and resources that children use frequently, to make sure that they remain safe. Staff teach children skills to help keep themselves safe. For example, children enjoy taking part in emergency evacuations and learn how to use cutlery and scissors safely. Staff attend regular support meetings and share information from training effectively with colleagues.

Quality of teaching, learning and assessment requires improvement

Staff assess children's learning and development across all areas and use their knowledge of individual children to plan for further achievements. However, assessment arrangements are not fully effective as staff fail to provide parents with the required written summary of their children's progress between the ages of two and three years. Children love to use their imagination. For example, they explore roles and act out scenarios with their friends. Staff have realistic expectations of what children can achieve and encourage them to recognise and value their own accomplishments. Children enjoy finding out about other people's cultural celebrations and traditions and gain an awareness of differences within their wider world. Staff do not provide children with many opportunities to explore and use technology to extend their interests and learning.

Personal development, behaviour and welfare are good

Staff provide good opportunities for children to learn healthy routines. For example, children enjoy developing their physical skills and take regular exercise. Staff encourage children to try a range of healthy snacks and to take regular drinks. They supervise older children as they carry out personal routines, while younger children receive more help, as required, to meet their care needs. Children develop high levels of confidence. Staff understand how changes to children's routines affect them. They talk to children and sensitively support them to cope with adjustments.

Outcomes for children require improvement

All children make steady progress in their learning and development, overall. They enjoy building friendships with other children and take part in a range of small group activities with familiar people. Children learn to recognise their own written name and develop their communication and early literacy skills in preparation for moving to school. They enjoy counting and use mathematical language as they play.

Setting details

Unique reference number	120078
Local authority	Surrey
Inspection number	840304
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	23
Name of provider	Jack In The Box Playschool Committee
Date of previous inspection	24 May 2011
Telephone number	07986 802351 (9am to 12pm)

Jack in the Box Playschool registered in 1994. It is located in Sunbury-on-Thames, Middlesex. The playschool opens Monday to Friday from 9am to midday, term time only. It receives funding to provide free early education for children aged two, three and four years. Eight staff members work with the children, six of whom hold relevant childcare qualifications at level 2 or level 3.

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.

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