

Jack In The Box At Brockswood



Brockswood Jmi School, Shenley Road, Hemel Hempstead, HP2 7QH

Inspection date	11 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The experienced and well-qualified manager has high expectations and a secure vision for the nursery. Her evaluation identifies key areas to develop which have the most beneficial impact on outcomes for children.
- Staff are very nurturing and attentive to children's needs. They sit with children as they play and talk to them about what they are doing. For example, discussions take place when a group of children pretend to make soup. This helps to support children's language skills and builds on their confidence to share their ideas.
- Children who have special educational needs or disability are very well supported. Their needs are quickly identified so that additional support and advice is effectively implemented. Parents say that staff are wonderful and that they give them a wide range of information to support their children's needs.
- Partnerships with external agencies are strong. For example, there is a close relationship with staff who work in the children's centre and with health visitors. This helps staff to get to know families very well. There is also a close partnership with other providers where children attend. This helps children to make a smooth move from the nursery to school.

It is not yet outstanding because:

- The performance management of staff is not yet sharply focused enough on continuing to raise the quality of teaching even further.

What the setting needs to do to improve further

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

- build on the performance management of staff to raise the quality of teaching even further.

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 carried out a joint observation with the manager. She also held a meeting with her and a member of the management team.
- The inspector looked at children's assessment records, planning documentation and evidence of the suitability of the provider and staff working with the children.
- The inspector sampled a range of other documentation, including the setting's self-evaluation. She looked at and discussed a range of the policies and procedures, including the safeguarding policy and risk assessments.
- The inspector considered the written views of parents as expressed in written documents and in discussions during the inspection.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed training in child protection, which ensures they are up to date with the procedures for recording and reporting concerns. Additional procedures are used to help keep children safe. For example, accidents are monitored closely to identify any common causes. Positive steps are taken to check these and minimise any further risks. Secure recruitment and inductions procedures are followed. Staff receive regular supervision meetings and are generally well supported. The early years pupil premium funding is used well to promote specific areas of development for children. The manager monitors the progress children make. Any gaps in learning of individual or groups of children are identified. Effective support is put in place, such as small-group activities, to help them engage in learning.

Quality of teaching, learning and assessment is good

Staff know the children well and respond to their interests on a daily basis. They provide children with a varied range of activities to support their learning, both indoors and outdoors. For example, children have fun pretending to be builders in the outdoor environment. Staff introduce new words to extend children's vocabulary. Children enjoy imaginative play in the newly created role play airport. The use of globes and books helps to extend their understanding about the world. Children help themselves to pencils and chinks to help support their early handwriting skills. Staff use visual aids and sign language with children who speak English as an additional language to help them to understand and join in with activities.

Personal development, behaviour and welfare are good

Staff act as excellent role models to help children understand how to treat each other with respect. They calmly deliver consistent messages to children. Parents say that their children's social and communication skills have improved greatly since coming to the nursery. Children are encouraged to develop a healthy lifestyle and have good opportunities to be independent. For example, they serve their own nutritious food and drinks. Children's confidence is well promoted. For example, they can be a helper of the day and older or most-able children are asked if they would like to read a story to their friends. Children's safety is promoted at all times. Staff are vigilant in ensuring children are safe when they use the steps to go in and out to play. They develop good physical skills; they confidently climb on tyres and ride scooters and bicycles.

Outcomes for children are good

All children, including those who have special educational needs or disability and those who speak English as an additional language, make good progress. They are developing good social skills in relation to their stage of development. Children's language skills are well supported and they are encouraged to recognise their own names. They have many opportunities to count and use mathematical language during their play, such as when they play with water. They enjoy their learning and are well prepared for their move on to school.

Setting details

Unique reference number	EY488842
Local authority	Hertfordshire
Inspection number	1015755
Type of provision	Full-time 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	24
Number of children on roll	38
Name of registered person	Jack In The Box Partnership
Registered person unique reference number	RP528373
Date of previous inspection	Not applicable
Telephone number	07415 869406

Jack In The Box At Brockswood was registered in 2015. It is one of five nurseries operated by the provider. The nursery employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 4pm. Children can attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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