

# Jack In The Box Nursery

16 Rosina Street, Higher Openshaw, Manchester, M11 1HX



## Inspection date

17 January 2017

Previous inspection date

22 November 2013

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		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Not enough consideration is given to maintaining confidentiality when medication forms are completed.
- Staff do not make good use of what they know about children to plan for their individual learning needs. Therefore, children do not yet make consistently good progress. Children are not always motivated and inspired to take part in activities.
- The quality of teaching is not monitored well enough. Weaknesses in teaching practice are overlooked. The quality of teaching is not consistently good. This has an impact on the outcomes for children, particularly those cared for in the toddler rooms.
- Children do not gain a good understanding of other cultures, and of people's similarities and differences.
- The newly recruited management team does not sharply focus its self-evaluation on how to improve outcomes for all children.

### It has the following strengths

- Children build strong emotional attachments with key staff and happily engage in play with them. Staff regularly praise children, which promotes children's self-esteem.
- Clear procedures are in place to keep children safe. Staff understand their responsibility to report any concerns about a child's welfare.
- Staff are caring and friendly. The settling-in process supports babies and children to swiftly become familiar with the routines of the nursery. Children are happy and settled.
- Parents report good communication about their children's daily routines and they are happy with the care their children receive.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure that confidentiality is maintained at all times when completing documentation, particularly medication records	01/02/2017
■ improve planning so that activities and experiences are securely based on children's individual learning needs, to more successfully motivate and inspire them to take part and make good progress.	10/03/2017

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

- increase opportunities for children to learn about other cultures, and similarities and differences between themselves and others
- focus self-evaluation more effectively on identifying weaknesses and the action required to ensure improvement, particularly in the outcomes for children
- improve and effectively monitor the quality of teaching practice to ensure that children benefit from quality learning experiences and make consistently good progress.

## 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager, deputy manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

## Inspector

Lindsey Wallwork-Jones

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff are aware of the possible signs of abuse and know the local child protection referral procedures to follow if they are concerned about a child. The managers are fully aware of safeguarding information that must be shared with Ofsted. Recruitment procedures are robust. Staff have regular meetings with the manager to discuss their ongoing suitability and practice. The management team seeks advice from other professionals to support staff's training needs. However, the newly appointed management team has not had time to fully embed and monitor how staff observe, assess and plan for children's learning. Managers use self-evaluation to help support some changes in the setting. However, this process does not always identify weaknesses in the quality of teaching in the toddler rooms, so that these can be addressed quickly.

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

All staff regularly complete observations of children's development. However, some staff do not use what they know to plan and provide activities and experiences that promote children's future learning. Staff in the toddler rooms do not consistently support children's good progress. Occasionally, activities are not planned to take account of children's different levels of ability. This results in children losing interest and concentration. That said, there are some good quality interactions between staff and children. Babies explore and investigate play dough, supported by enthusiastic and responsive staff. Pre-school children enjoy creating pictures of birds with glue and collage materials.

### Personal development, behaviour and welfare require improvement

Children form close bonds with their key-person. Parents report good communication about their child's daily routines. However, the recording of medication administered to children requires improvement to ensure confidentiality is maintained at all times. Staff promote children's self-esteem through acknowledging and praising positive behaviour. Their independence is supported well with regard to managing their self-care needs and managing simple tasks for themselves, such as putting on their coats and boots before playing outside. Children's health is promoted effectively. They are physically active every day and they eat healthy, varied and nutritious food. Pre-school children make dragons for Chinese New Year and learn about different traditions. However, this learning is not consistent, and, for example, younger children lack opportunities to learn about other cultures beyond their own experiences.

### Outcomes for children require improvement

Children become confident communicators and enjoy being active outdoors. However, there are weaknesses in the planning of activities for younger children. This prevents younger children from becoming fully engaged and learning as much as they can. Therefore, outcomes for younger children are not as good as those for the older children. Pre-school children are developing their mathematical concepts well. Children write the number of bowls of porridge they could make for the three bears. Older children are steadily developing skills in readiness for school.

## Setting details

<b>Unique reference number</b>	500109
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1064167
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	31
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Stephen Ahmed Popoola
<b>Registered person unique reference number</b>	RP512253
<b>Date of previous inspection</b>	22 November 2013
<b>Telephone number</b>	0161 370 6465

Jack In The Box Nursery has been registered since 1998. It is situated in the Higher Openshaw area of Manchester. There are 16 members of staff employed who care for children. Of these, 13 hold an early years qualification ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 5.45pm. The nursery supports children who speak English as an additional language. It provides funded education for two-, three- and four-year-old children.

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