

Jack in the Box Pre-School

c/o of Hurst Green Primary School, Narrow Lane, Halesowen, West Midlands, B62 9NZ



Inspection date

Previous inspection date

10 July 2017

7 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 management team works closely with staff to help provide a safe, stimulating and inclusive learning environment, overall. Children understand the daily routine and enjoy choosing from the wide range of toys, resources and activities.
- The key person system works well. All children benefit from building relationships with staff who identify strengths and weaknesses in their progress and development. This means that each child's next steps for learning are identified and support planned.
- Children are happy and settled. They quickly begin to play with their friends and they share news with adults when they arrive. Children's achievements are recognised and celebrated which helps to promote their self-esteem and emotional well-being.
- Partnership work with parents is good. Continuous communication about children's individual needs and the friendly and welcoming environment helps to promote all aspects of children's care and learning.

It is not yet outstanding because:

- Performance management arrangements for staff are not precisely targeted on identifying where teaching can be further enhanced. Sometimes at group times, teaching is not fully effective in supporting all children's participation.
- On occasions when children play outdoors, staff do not recognise where boys preference for active and physical play can be extended and challenged to better support their engagement in purposeful learning activities.

What the setting needs to do to improve further

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

- use the established system of performance management and help staff to recognise how they can enhance and develop their teaching to successfully promote all children's learning during group times
- find more ways to focus, challenge and extend learning even more, in particular for boys who seek physical and active experiences during the sessions.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with members of the leadership and management team.
- The inspector looked at relevant documentation regarding the suitability of staff and directors.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Galloway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of their responsibility to safeguard children. They understand what to do if they have any concerns regarding children's welfare and safety. Ongoing training and professional discussions generally help to keep staffs' knowledge up to date. Appropriate recruitment and vetting arrangements checks the suitability of staff. The manager has a good overview of children's progress. Assessment arrangements help staff to recognise any children who are not making expected progress. Advice from other professionals is sought to help staff successfully implement strategies that ensure all children make progress from their starting points. Close partnership work with the school where the setting is based means that children benefit from opportunities that prepare them for the move on to school.

Quality of teaching, learning and assessment is good

Children show a good understanding of what is happening and they respond positively to the established routine. They enjoy the many opportunities to make choices about what they would like to do. Staff skilfully engage themselves in the games that children play which enables them to support their learning. Children have many opportunities to explore and investigate using their senses. They enjoy using water mixed with soil to make mud pies and imaginary creations together. Staff recognise how to build on from children's imaginative ideas. They follow their lead, enhancing children's creativity, such as a counting activity using clothes pegs develops into a role-play game making 'jet packs'.

Personal development, behaviour and welfare are good

Children are developing healthy eating preferences as they sit together to eat fruit during the session. They confidently serve themselves from the snack area and enjoy the responsibility of doing this for themselves. Children's behaviour is good. They build positive relationships with each other. Staff help them to understand boundaries, such as waiting for a turn at a favourite activity and where they can run and climb safely. Children learn about the world around them and staff plan trips and events that extend their experiences.

Outcomes for children are good

All children including those who receive additional government funding; those who speak English as an additional language and those with special educational needs and/or disabilities make good progress in their learning. Children are gaining skills that helps prepare them in readiness for school. Older children happily focus on activities planned to support their understanding of mathematics. They confidently count and sort a variety of objects. Children show an interest in stories and they are beginning to recognise that print has meaning as they listen and then excitedly join in with the theme of a story.

Setting details

Unique reference number	EY464110
Local authority	Dudley
Inspection number	1088157
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 - 11
Total number of places	26
Number of children on roll	53
Name of registered person	Jack in the Box Pre-School Limited
Registered person unique reference number	RP532702
Date of previous inspection	7 May 2014
Telephone number	0121 602 2232

Jack in the Box Pre-School registered in 2013. It operates as a pre-school and an out of school club during school term times. There are 9 members of staff working directly with the children. Of these, eight members hold appropriate qualifications at level 3. The pre-school sessions are Monday to Friday from 9am to 11.45am and from 12.30pm to 3pm. The out of school sessions runs from Monday to Friday from 8am to 8.50am and from 3.15pm to 5.30pm. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting provides funded early education for two-, three- and four-year-old children.

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