

Jack In The Box (Bosbury) Ltd



Leadon Lodge, Bosbury Primary School, Bosbury,, Ledbury, Herefordshire, HR8 1PX

Inspection date	5 September 2017
Previous inspection date	31 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Managers and staff effectively promote children's safety and welfare. They fully understand their key roles and responsibilities. They successfully implement a range of policies and procedures, which support the running of the nursery.
- Staff are welcoming, friendly and kind. A robust settling-in process helps them get to know children very well. Children settle quickly. They have good bonds with key staff. They include staff in their play and use them for reassurance as required.
- The environment is suitably equipped and well resourced. The curriculum is broad and varied. Children are interested and motivated to play, explore and learn.
- Overall, staff make accurate assessments of children's development and use these to promote their good progress. They identify any children requiring additional support and give them the help they need to further progress.
- Partnerships with parents and other providers are very strong. Staff share a detailed two-way flow of information about children's care and education. Children benefit from good continuity between the setting, home and other settings they attend.

It is not yet outstanding because:

- Staff do not consistently provide enough opportunities for children to make links in their learning or think critically.
- Managers do not focus staff's professional development as sharply as possible to consistently extend children's learning, to help raise the standard of teaching to outstanding.
- At times, managers do not monitor the quality of teaching, curriculum and children's progress carefully enough to help achieve and maintain the highest standards.

What the setting needs to do to improve further

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

- provide more opportunities for children to make links in their learning and think critically
- enhance staff's continuous professional development to help raise the standard of teaching to outstanding
- monitor the quality of teaching, curriculum and children's progress even more carefully, to help achieve and maintain the highest standards.

Inspection activities

- The inspector had a tour of the premises. She observed a range of toys, equipment and resources.
- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the overall manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant policies and documentation, and checked the evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a sound understanding of child protection issues, including their duty to notify Ofsted of any significant changes within the agreed timescale. The nursery is secure and staff conduct daily safety checks to help reduce the risk of any hazards. This helps to protect children from harm. Managers ensure all staff are suitably vetted and most staff are well qualified. Managers supervise staff and they benefit from some training to help enhance their knowledge and skills. For example, all staff have recently received a safeguarding refresher. This has a very positive impact on the quality of care provided. Self-evaluation takes into account the views of parents, children and staff. Managers continually aspire to improve the provision and some clear targets for future development are set.

Quality of teaching, learning and assessment is good

Overall, staff are good teachers. They plan and provide a range of suitably challenging activities that promote children's interests. For example, children particularly enjoy opportunities to be creative. Staff help them to access painting and playdough. Children paint pictures using various colours and make models using different tools and materials. Staff interact with children positively. They talk to them, provide support and show them how the resources can be used. This helps to develop children's skills in expressive arts and design.

Personal development, behaviour and welfare are good

Staff promote children's well-being effectively. They sensitively adhere to children's individual routines. Staff encourage children to manage their own care needs. Children have privacy when required, as they learn to use the toilet or wash their hands independently. Staff provide children with a range of nutritious snacks and meals and talk to them about the benefits of eating well. Children enjoy physical activities outside, for example, they spend time climbing trees or swinging on tyres in the forest area. Staff manage children's behaviour in an appropriate way. They treat children equally and fairly allowing them to express their emotions. Staff teach children to follow the simple nursery rules. Children listen to instructions, they are polite and respect the boundaries set.

Outcomes for children are good

Overall, children make good progress in their learning. Children are confident. They enjoy helping staff and can play well alongside or with their peers. Children are developing good language skills. They can express their wants or needs. They also like singing and looking at books with staff. Pre-school children are developing good skills in literacy and numeracy. For example, they enjoy playing games involving letters and sounds. They can competently identify rhyming words. They also enjoy number rhymes and songs. They can use their fingers to work out one more or one less than numbers up to five. Children gain all the skills they need for the next stage of their learning and eventually school.

Setting details

Unique reference number	EY448265
Local authority	Herefordshire
Inspection number	1112019
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	46
Name of registered person	Jack In The Box (Bosbury) Ltd
Registered person unique reference number	RP907601
Date of previous inspection	31 October 2012
Telephone number	01531 640949

Jack In The Box (Bosbury) Ltd registered in 2012. The setting is located in the village of Bosbury in Herefordshire. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. This includes one member of staff who holds qualified teacher status. The nursery operates all year round. Sessions are available Monday to Friday from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

