

Jack-in-a-Box Pre-School Bee'z Nee'z Out of School Club



Trinity Methodist Church, Radcliffe Street, Royton, Oldham, OL2 5QR

Inspection date

28 November 2017

Previous inspection date

1 February 2013

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 manager is a highly qualified leader who is aspiring to achieve outstanding. She reflects on the quality of the provision and involves all staff in the process. Parents' views are captured and changes are implemented as a result. For example, staff have recently started to allow warm food in packed lunches following parental feedback.
- The manager has formed strong links with the nursery school that children attend in the morning. They share detailed information about children's learning and assessments and work in partnership to offer a consistent approach. This helps children to make good rates of progress and prepares them for their move into the Reception class.
- Children have formed strong emotional attachments with the caring staff. Children run with open arms to greet staff. They are happy, confident and self-assured.
- Well-qualified staff provide children with a range of exciting activities and opportunities. For example, children are encouraged to create their own interpretation of a character from a familiar book, choosing from a range of interesting materials.

It is not yet outstanding because:

- The new systems for monitoring the quality of teaching are not fully embedded and, therefore, they are not yet successful in raising the quality to an outstanding level.
- Sometimes, staff do not always consider the different learning styles of children when planning activities to help motivate and engage them from the start.

What the setting needs to do to improve further

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

- develop and embed the new systems for monitoring the quality of teaching to offer even more precise feedback to staff to help raise the quality even further
- adapt activities to help engage children who prefer to learn in different ways from the start.

Inspection activities

- The inspector observed activities inside and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with the manager and the staff. She spoke to a teacher from the local primary school regarding their partnership working.
- The inspector observed a planned activity and jointly evaluated the teaching with the manager.
- The inspector spoke to parents and one grandparent on the day of the inspection and she took account of their views.
- The inspector viewed a range of documentation, including children's admission forms and a sample of policies and procedures. She checked evidence of the suitability of staff working in the pre-school.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Robust procedures are implemented for escorting children from nursery school to the setting. For example, children and staff wear high-visibility jackets and follow strict safety procedures when crossing the roads. Staff receive training on child protection issues. They confidently recognise the potential signs of abuse. They are able to describe the correct procedures in place in the event of a concern about a child's safety or welfare or the behaviour of a colleague. The manager is an excellent role model. She works alongside staff and, overall, she offers them coaching and support. Staff benefit from regular supervision sessions. They contribute to their professional development plans. They evaluate the learning gained from training and cascade the information to the staff team, helping to provide a consistent approach.

Quality of teaching, learning and assessment is good

Parents are involved in children's assessments from the very start. Staff regularly observe and closely monitor children's progress. They highlight the areas that children need to learn next. Parents are very well informed about children's achievements. They are offered information and ideas on how they can support learning at home. Staff engage children in singing sessions that focus on mathematical development. Children are given a prop to hold with a picture and a number on it. They wait for their turn to jump into the pretend pond and are supported by staff to count how many are left. This helps to develop their understanding of number and subtraction. Staff engage children in activities that help them to explore a range of religious festivals. They listen to a story before making a Christingle. Children develop their finger muscles as they carefully wrap tape around an orange before placing cocktail sticks into it. They demonstrate problem-solving skills as they find different ways to make holes and test out their ideas further.

Personal development, behaviour and welfare are good

Staff work well with parents to support children's physical well-being. For example, they work in close partnership when children are toilet training. This partnership leads to successful outcomes. Children's behaviour is excellent. Staff talk to children with respect and encourage them to engage in sessions, such as tidying away the toys and washing the plates after eating. Children's independence is supported well. Children put their own coats on for outdoor play and pour their own drinks at snack time. They remind each other to wash their hands before eating. This shows that they are developing an awareness of healthy lifestyles. Parents are welcomed into the pre-school and regularly attend stay-and-play sessions, which they comment about positively.

Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good progress. Children are developing strong early literacy skills. They recognise letters and make good attempts to form the letters of their name. On the whole, they maintain focus when engaging in activities, particularly of their own choosing.

Setting details

Unique reference number	EY451270
Local authority	Oldham
Inspection number	1066170
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 - 10
Total number of places	20
Number of children on roll	31
Name of registered person	Gina Martine Chapman
Registered person unique reference number	RP512911
Date of previous inspection	1 February 2013
Telephone number	07760628833

Jack-in-a-Box Pre-School Bee'z Nee'z Out of School Club registered in 2012. The setting employs four members of childcare staff. Of these, the manager holds an early years degree, one member of staff holds early years professional status and one holds a qualification at level 5 and one holds level 2. The setting opens from Monday to Friday during term time. Sessions are from 7.30am until 8.30am and midday until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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