

# Jack In The Box Nursery

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



## Inspection date

8 January 2018

Previous inspection date

17 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- There have been substantial improvements since the last inspection. The new manager, who is extremely experienced, has a clear vision and strong commitment to making positive changes. She uses self-evaluation processes well to achieve a good standard.
- Well-qualified staff understand how children learn. Overall, they plan motivating activities that children enjoy. Children are enthusiastic learners who make good progress. Staff prepare young children well for future learning and older children develop the skills and aptitudes needed for the move on to school.
- Children develop strong and lasting bonds with passionate and caring staff who know them well. Staff are extremely positive role models who acknowledge and readily praise children's excellent behaviour. Even children who are new to the setting arrive happy and children's laughter fills the homely and welcoming environment.
- Staff place great emphasis on supporting children's physical health and well-being. Children benefit from regular outdoor play and many outings in the local community. The weekly sports session and daily 'busy feet' activity are particular favourites.

### It is not yet outstanding because:

- The manager does not always focus professional development opportunities for staff closely enough on raising the quality of teaching and staff practice to the highest level.
- At times, staff miss opportunities to communicate with parents to further support consistency in children's learning and development at home and in the nursery.

## What the setting needs to do to improve further

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

- focus professional development more precisely to enhance the quality of teaching and further develop staff practice to deliver excellent outcomes for children consistently
- continue to develop opportunities to share children's learning with all parents and work in close partnership to support children's ongoing development.

### Inspection activities

- The inspector toured all areas of the nursery. She observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and carried out an evaluation of teaching with her. She also spoke to the local authority adviser.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies, procedures and children's records, reviewed self-evaluation and action plans, and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are aware of child protection procedures. They know what may constitute a concern and how to deal with any issues about children's safety. The manager ensures she maintains staff-to-child ratios well and that staff deploy themselves effectively to meet children's needs. The manager has reviewed procedures for recording the administration of medication and dealing with and reporting any accidents, which all staff understand. This helps to protect children's welfare. Staff receive support and some training, which generally helps them continue to develop their knowledge and skills. For example, staff recently attended training to help them promote children's communication skills. This has had a positive impact on the support provided for children who speak English as an additional language.

### Quality of teaching, learning and assessment is good

The manager and staff now use planning, observations and assessments well to plan for what children need to learn next. Babies experiment using tools and equipment that they choose independently. For example, they bang wooden spoons to imitate playing drums. They enjoy the sensory experience of feeling paint on their hands and make marks and prints on a large scale. Two-year-olds show good dexterity and physical skills. They skilfully use tweezers to pick up assorted small toy animals. Staff reinforce new words and ask children to name beetles, ants and dragonflies. This contributes towards their good speaking and listening skills. Older children use mathematical language, such as big, bigger, tall and taller, when building with bricks. Older boys confidently recognise numerals in the environment and competently match dots on dominoes to the correct number.

### Personal development, behaviour and welfare are good

Staff provide a friendly, nurturing and inviting environment where children thrive. They support children's emotional development well and take time to get to know all children and their families. Flexible settling-in sessions help children to develop a strong sense of belonging. Babies explore the rich and exciting environment with confidence. Children develop high levels of self-esteem and an awareness of the similarities and differences between themselves and others. For example, older children create self-portraits and positively talk about how they are the same or different to their friends.

### Outcomes for children are good

Children develop good relationships and play harmoniously together. They have fun playing ring games together and invite staff to join in with pretend play at the 'doctors'. Older children help younger ones to balance along stepping stones outside. All children display excellent self-care skills. They capably serve their meals and even younger children follow daily routines. For example, two-year-olds help to clear away plates and cutlery after eating. The manager closely monitors children's progress. Staff quickly identify any gaps in learning and take prompt action to address these.

## Setting details

<b>Unique reference number</b>	500109
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1083629
<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 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Stephen Ahmed Popoola
<b>Registered person unique reference number</b>	RP512253
<b>Date of previous inspection</b>	17 January 2017
<b>Telephone number</b>	0161 370 6465

Jack In The Box Nursery registered in 1998. It is in the Openshaw area of Manchester. There are 10 members of staff. Of these, nine hold an early years qualification ranging from level 2 to level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 5.45pm. The nursery provides funded early years education for two-, three- and four-year-old children.

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