

Jack in a Box Nursery

Aycliffe CP School, St. Davids Avenue, Dover, Kent, CT17 9HJ



Inspection date	10 January 2018
Previous inspection date	24 March 2015

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

- Relationships between staff provide good role models for the children and influence their good and considerate behaviour towards one another.
- The manager and staff accurately evaluate the nursery. They include the views of parents and children to help identify areas for further improvement. For example, parents are now more involved in their children's learning and contribute to the planning and tracking online program effectively.
- Partnerships with parents are strong. Staff use various ways to engage and involve parents effectively in the nursery and in their children's learning.
- Staff make the most of opportunities to enhance children's independence skills. Children enjoy preparing and serving up their own snacks, as well as pouring their own drinks from a jug. Children are encouraged to prepare themselves effectively for the outdoor environment, such as finding, putting on and fastening their jackets.
- Staff use their observations to plan and monitor children's next steps in learning. All children make good progress in their learning and development from their starting points.

It is not yet outstanding because:

- Staff do not consistently make good use of opportunities to help children practise their early writing and mark-making skills.
- Staff do not always make the most of opportunities to boost children's confidence and pride in their own creations.

What the setting needs to do to improve further

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

- increase existing opportunities to help children develop their early writing skills
- enhance children's opportunities to celebrate and increase their sense of achievement in their own creations.

Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning and the children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The manager effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their learning and development successfully. For example, strategies to engage children in mathematics have been effectively implemented. Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of the procedure to follow. The manager continually monitors staff suitability and helps improve the quality of staff practice. For example, she organises relevant training and individual support to keep staff knowledge and understanding current and to help them keep children safe. Staff follow robust procedures to document concerns and events and effectively assess risks within the setting to keep children safe.

Quality of teaching, learning and assessment is good

Staff have a good understanding of what children know and how they can further support their development. For example, as children explore water with a wide range of materials, staff effectively extend their learning, introducing concepts, such as floating and sinking. Staff effectively challenge the children to explore how many cups of water it will take to sink a toy ship. Staff also effectively enhance children's mathematical development. For instance, children are challenged to find and count the hidden shells in the water, with staff giving children adequate time to use their own thinking skills. Staff give clear explanation to extend children's understanding of mathematical concepts. For instance, how many more they need to find to reach their desired number. Staff effectively enhance children's understanding and speaking skills. For example, they emphasise key words during their discussions, such as 'float', 'sink' and 'down'.

Personal development, behaviour and welfare are good

Children are happy and settled in the welcoming environment staff provide, which is organised well to enable children to follow their interests and lead their own play. Staff help children to develop their awareness of healthy lifestyles. For example, they provide a choice of nutritious snacks and engage children in conversations about healthy food choices. The key-person system works well and relationships between staff and children are strong. Staff are sensitive, stimulating and responsive to children's needs.

Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which is rich in positive cultural images and dual-language text. Children develop the skills needed for their future learning and move to school. For example, they play and explore cooperatively together. Children use their imagination well, confidently share views and negotiate their play ideas.

Setting details

Unique reference number	EY287295
Local authority	Kent
Inspection number	1092002
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	20
Number of children on roll	25
Name of registered person	Michelle Sandra Allen
Registered person unique reference number	RP511363
Date of previous inspection	24 March 2015
Telephone number	01304 213111

Jack in a Box Nursery registered in 2005. It operates from a room within the Children's Centre at Aycliffe Primary School in Dover. The nursery is open term time only from 9am until 3pm, all week. The nursery employs five staff, four of whom hold relevant early years qualifications, with one at level 4 and three at level 3. The nursery receives early education funding for children aged two, three and four years.

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