

Inspection of Jack in the Box Preschool

Scout HQ, Clay Lane, Wendover, AYLESBURY, Buckinghamshire HP22 6NS

Inspection date: 18 September 2019

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The committee and manager have failed to take reasonable steps to ensure that children in their care are not exposed to risks. There has been a significant potential risk to children's safety in respect of an extra-curricular activity.

Children arrive happily at their welcoming pre-school. They are busy and keen to learn from the start of their day. They develop good independence and help themselves to resources and activities of their choosing. Most children show a keen interest in early reading. However, staff do not make the best of opportunities to fully encourage boys to read. Children make special friendships and use their imaginations as they act out storylines, for example, they use a variety of items to represent different things. Occasionally, however, staff do not fully challenge children to build on their thoughts and ideas. Staff enthusiastically offer children a good start for their future learning. The key-person system works well in practice and children receive individually tailored support. Staff have effective partnerships with other professionals, such as speech and language therapists and physiotherapists.

Children learn right from wrong, share and take turns, and remind each other of the pre-school rules. They work successfully together to achieve an aim, such as moving a box of resources to the outdoor area. Children respond positively to staff's praise and encouragement, which helps them to recognise their achievements, of which they are proud.

What does the early years setting do well and what does it need to do better?

- During an extra-curricular activity of riding on a Shetland pony, the manager and committee failed to protect children's safety by ensuring that they wore appropriate protective headwear. As a result, they failed to teach children about risk management, to develop their personal awareness.
- The manager and staff reflect on how they can manage their workload more effectively. For instance, they have introduced an online system for planning, assessing and tracking children's progress. In discussions with parents, they found they appreciate this communication system. Parents hold staff in high regard in respect of the ongoing progress they recognise in their children.
- Staff encourage children to make healthy choices. For example, they cut up fruit at snack time and enjoy growing vegetables, which they eat in the pre-school. Children learn good hygiene practices and know they need to wash their hands to keep them free of germs. They are physically active. For instance, they join in rhyme time, climb, slide and balance. Children learn about their local community and help sustain their pre-school. For example, they painted stones to put around the community advertising their pre-school. Children develop a good

understanding of their uniqueness through themes, such as 'myself'. They learn about people who help us and other people's beliefs. For example, they listened to the story of 'Rama and Sita' to help them understand the celebration of Diwali.

- Children enthusiastically explore letters and sounds. Staff model language clearly and introduce a wide range of new words to extend their vocabulary. Children have many good opportunities to practise early writing. Most-able children gain skills to draw recognisable people with facial features. Children begin to recognise their name, such as when they self-register. Sometimes, staff do not make the best of opportunities to extend children's interest in early reading, particularly boys.
- Staff encourage children to explore mathematical concepts. For example, they talk about 'heavy' and 'light' as they fill paint pots. They sort by shape and size as they thread beads on wires and then use their imagination to pretend these are worms.
- Children, including those with special educational needs and/or disabilities (SEND), are well prepared for their next stage of learning. The manager and staff plan and provide worthwhile activities linked to children's interests, age and stage of development. Children are keen and active learners and they gain skills for their future successes.
- The manager encourages staff to build on their good knowledge and skills. She identifies training opportunities and observes staff working with the children. This helps her to identify and develop staff's teaching practices to benefit the children. However, sometimes, staff do not fully challenge children's thoughts and ideas, to extend on their existing good learning experiences.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and manager fail to identify all weaknesses in safeguarding practices. They do not ensure that all risk assessments are thorough and effective in practice, to minimise significant potential risks to children's safety and welfare.

The manager and staff have a good knowledge and understanding of the Local Safeguarding Children Board guidelines. They keep up to date with child protection training and know the procedures to follow should a child be at risk of harm. Rigorous procedures for staff recruitment help ensure that staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure staff use risk assessment effectively to identify potential safety hazards, and take prompt action to remove or minimise any risks to safeguard children. This is in particular reference to extra-curricular activities.	04/10/2019
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To further improve the quality of the early years provision, the provider should:

- focus more precisely on further challenging children's thoughts and ideas
- extend children's literacy skills, particularly for boys' interest in early reading.

Setting details

Unique reference number	140855
Local authority	Buckinghamshire
Inspection number	10118131
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 3
Total number of places	30
Number of children on roll	20
Name of registered person	Jack in the Box Pre-School Committee
Registered person unique reference number	RP902091
Telephone number	01296 696404
Date of previous inspection	31 January 2018

Information about this early years setting

Jack in the Box Preschool registered in 1994. It is located in Wendover, Buckinghamshire. It opens Monday to Friday, 8.30am until 3.30pm, during term time. The pre-school provides funded early education for children aged two, three and four years. It supports children with SEND. The pre-school employs six staff. Of these, four staff hold appropriate early years qualifications, from level 3 to level 6.

Information about this inspection

Inspector
Kim Mundy

Inspection activities

- The inspector and the manager completed a learning walk to identify how the manager plans and implements her educational provision.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed and evaluated an activity with the manager.
- The manager, staff and inspector discussed the children's progress and sampled documentation.
- The inspector took account of the written views of parents.

We carried out this inspection 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.

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