

Inspection of Jack In The Box At Nascot Wood

Nascot Wood Junior School, Nascot Wood Road, WATFORD WD17 4YS

Inspection date: 21 November 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive eagerly and show they feel safe and secure. They quickly separate from their carers, settling to an activity of their choice without hesitation. Behaviour is exemplary. Children happily become absorbed in their play with one another. On the rare occasions where children need support, staff provide this swiftly and children resolve their issues politely and calmly.

All children are exceptionally well supported. The highly dedicated staff team comprehensively identifies each child's stage of development and sets them relevant and realistic targets to achieve. Staff track the children's progress precisely. They take prompt action to deal with any new gaps in children's development. This means that all children make swift progress.

All children benefit from activities that cater specifically to their individual stage of learning. Staff instinctively adapt activities so that children are all highly engaged and challenged. This helps children to focus well. They remain fully immersed in the activities they complete. For instance, children explore various ways to represent numbers. They concentrate as they draw four lines on their whiteboards. Some children then extend this by drawing four dots as well. The most able children then write the number on their work independently, challenging themselves to do so without looking at the number line for help.

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

- Staff immerse children in a language-rich environment. For instance, they talk about the different features of books and introduce new vocabulary, such as 'spine' and 'title'. Staff read enthusiastically to children and encourage them to recall what they remember about the story. This supports all children to rapidly develop their language skills, including those children who speak English as an additional language. Staff encourage all children to communicate effectively. For instance, children retell stories using stick puppets to match to the pictures they see in a book. Staff read the story alongside the children and support them to understand that the text in the book carries meaning.
- Staff and parents work effectively together. For example, staff provide parents with thoughtfully planned activity packs to take home. These are tailored to support children's individual needs and staff keenly add to these on an ongoing basis. Parents feed back to staff regarding their children's learning at home. They jointly discuss children's progress, as well as parents' aspirations for children, such as making new friends or becoming more independent. Staff work relentlessly to support children to quickly achieve these goals.
- Staff well-being is at the forefront of the owner and manager's minds, and staff are delighted with the exceptional support they receive. Leaders proactively

identify training opportunities so that staff can continuously enhance their professional knowledge. Staff share knowledge from training with the wider team. They also share their expertise across the wider company. For example, the owner encourages staff to visit various settings to share their exceptional practice and gain new ideas.

- Staff build upon children's existing learning extremely well, ensuring what they learn is relevant to their ever-changing interests. For instance, children develop an interest in the topic of space. Staff expertly implement a range of activities to cover all areas of learning. For example, children delight as they explore creative activities outside and make a 'space rocket'. They successfully bring their ideas to life. If they encounter challenges then staff respond instinctively. For instance, they encourage children to consider how they can stop objects from slipping on their models. This helps children to identify solutions and become resilient learners.
- Staff teach children to become respectful members of society. Children recognise cultural differences and understand what makes them unique. For instance, they paint pictures of themselves. Children discuss what makes them different to others around them. They talk about recent cultural experiences and how these made them feel. This supports their emotional development. Children discuss Eid as a whole group. They recall facts they have previously learned, for example that henna contains 'henna leaves, lemon juice and other liquids'. Other children confidently extend their friends' learning as they remind them that 'sometimes it contains tea leaves'.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is at the forefront of everything that staff do. They are fully aware of the potential signs of abuse and neglect, along with wider issues, such as children who may be exposed to extreme views and behaviour. There are robust systems in place for reporting concerns to the relevant authorities. Staff confidently know the process to raise concerns regarding colleagues should they need to. Leaders and managers ensure that staff are suitable for their roles before they start. They provide staff with exceptional training and support to ensure that their safeguarding knowledge is kept up to date.

Setting details

Unique reference number	EY545375
Local authority	Hertfordshire
Inspection number	10129975
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	28
Name of registered person	Jack In The Box Partnership
Registered person unique reference number	RP528373
Telephone number	07974 400335
Date of previous inspection	Not applicable

Information about this early years setting

Jack In The Box At Nascot Wood registered in 2017 and is based in Watford, Hertfordshire. The setting opens 9am and 3pm, Monday to Friday, during term time only. It also operates a breakfast club from 8am to 9am and a tea club from 3pm to 4pm. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. It employs seven members of staff. Of these, five hold relevant childcare qualifications at level 3 or above, including the manager, who holds early years professional status.

Information about this inspection

Inspector

Jennifer Hardy

Inspection activities

- The manager gave the inspector a comprehensive tour of the premises indoors and outdoors.
- The inspector observed the staff interacting with children and considered the impact of these interactions on children's learning and development.
- The manager and the inspector jointly observed a planned activity and discussed how the manager monitors staff performance.
- The inspector spoke to some of the parents whose children attend the setting. She took their views and opinions into consideration.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

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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