

Inspection of Jack in the Box Preschool

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

Inspection date: 29 January 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

The manager makes astute observations and evaluates the quality of the curriculum, activities and teaching. In doing so, she recognised that although children have fun and settle at the pre-school, they needed further encouragement to progress in their learning. As a result, changes in planning, the organisation of resources and teaching have been successful in providing children with higher levels of challenge. This has been particularly beneficial for children with special educational needs and disabilities (SEND). Resources are now more easily available and there is a greater balance of adult-led activities. Children gain the skills they need to be successful in their future learning. They take pride in their work, show enthusiasm and have high levels of concentration. The curriculum is successful in supporting the very youngest children through to those who are nearing school age and all make good progress.

Children behave well. They show awareness of each other and their feelings. Older children help younger children and they all play together well. Children work cooperatively together. They stack bricks one on top of the other to build a high tower, sharing and taking turns. Children enjoy sensory activities that spark their imagination. A recent listening walk, inspired by a favourite book, saw children go on a bear hunt, exploring the outdoor area and using rhyme, songs and drawing to record their experiences.

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

- The committee team, managers and staff have successfully addressed the weaknesses raised at the previous inspection. They have shown a positive attitude towards working with the local authority and improving practice. The manager shows a strong drive and high ambition to sustain improvement and continue to raise the quality even further for children.
- Parents are overwhelmingly positive about the pre-school and the care staff provide to children. Parents make good use of electronic communication to share information and find out about ways to support children's learning at home.
- Although all staff receive regular supervision sessions, these do not always focus on meaningful targets to encourage staff to build on their professional development. Some staff find training a burden rather than a positive experience, meaning they lack enthusiasm for expanding on their good knowledge and skills.
- Staff encourage children's love of books. A new lending library is in place so children can borrow books to read with their parents. Children benefit from the expert support of a member of staff who is a qualified teacher. Her extensive knowledge of how to promote children's understanding of letters and sounds

stimulates their developing interest in reading and writing. Children proudly display their work in the gallery for all to see.

- Children enjoy a wide range of activities in the calm and organised pre-school environment. Although children have a large outdoor space for play, staff recognise that this is not as enticing in opportunities for learning as the indoor area.
- Staff develop children's communication and language skills well. When children need support in this area, staff work effectively with other professionals, such as speech and language therapists to encourage children's development.
- Staff skilfully promote children's sense of fairness and democracy. Staff use a very successful voting system where children place their name card on their favourite book to read at story time. Even the youngest children understand this and examine each book before making their choice. This empowers children and shows staff respect their ideas.
- Staff recognise the importance of young children's good sleeping and eating habits. They offer parents advice to help reduce children's screen time and achieve a good night's sleep. This helps children to arrive at the pre-school feeling ready for learning and boosts their all-round good health.
- Staff view children in the context of their whole life experience and their families. Staff know children very well as they establish close, professional relationships with parents and carers. Grandparents particularly praise being welcomed into the setting for an afternoon to share in learning experiences with their grandchildren.

Safeguarding

The arrangements for safeguarding are effective.

All staff and committee members are fully aware of their roles and responsibilities in relation to safeguarding children. Staff undertake regular safeguarding training and implement new ways of working following this. They can recognise signs and symptoms that children might be at risk of harm and are clear on the action to take if they have a concern and need to report this to their local safeguarding partners. A recent audit of safeguarding practice and updated policies and procedures enable staff to continually review and improve ways of helping to keep children safe. Clear risk assessments are in place to ensure activities are safe for children.

What does the setting need to do to improve?

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

- sharpen the supervision arrangements to encourage all staff to be ambitious in their professional development while maintaining a manageable workload
- enhance opportunities for learning in the outdoor area so children do not lose momentum and enthusiasm when they chose to play outdoors.

Setting details

Unique reference number	140855
Local authority	Buckinghamshire
Inspection number	10124991
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	22
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	18 September 2019

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 employs five staff. Of these, four staff hold appropriate early years qualifications at level 2 and above and one is a qualified teacher. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation and learning walk with the manager.
- The inspector held a meeting with the manager, a member of the committee and a local authority early years consultant. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a large number of parents and read through their written feedback during the inspection and took account of their views.

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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