

# Inspection of Jack In The Box

The Scout Hall, The Drift, Kings Langley, Hertfordshire WD4 9HT

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Inspection date: 29 April 2022

**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 Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at this warm and welcoming nursery with enthusiasm. They show that they are happy and eagerly choose what they want to play with. Children behave well and engage in activities for long periods of time. They positively respond to staff's praise, behave well and are motivated to learn. Children work out which toy construction vehicle works best to scoop up and transport lentils and dried pasta. They use mathematical language, such as 'full' and 'empty', and count the number of scoops.

Children form strong attachments with staff and demonstrate that they are emotionally secure. They snuggle up to staff as they read them their favourite stories. Children are imaginative. They pretend to be doctors and nurses and thoroughly enjoy wrapping bandages around a member of staff and using a toy syringe to give injections. Children relish the time they spend in their small groups, where they concentrate and develop very good listening skills. They laugh with delight as they try to catch droplets of foam. Children copy new words that staff introduce to them and use complex sentences to talk about recent experiences out of nursery. They explore the texture of paint on their hands and make purposeful marks, such as drawing a rainbow and forming letters of their name.

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

- Partnerships with parents is strong. There is a good two-way flow of information to support children's continuity of learning. Parents talk about how excited their children are to attend. They describe the staff as 'nurturing' and say that they provide high levels of emotional support for both themselves and their children.
- Children with special educational needs and/or disabilities receive the additional support that they need. They make good progress in relation to their starting points. Staff use strategies such as visual aids and sign language to help some children's understanding. They successfully work in partnership with parents and external agencies to provide a consistent approach.
- Children benefit from outings in the community that help them to learn about the wider world. Staff encourage children to talk about the things that they see in the environment, such as shapes on buildings. Children learn to walk safely and know that they must hold the hand of a parent or member of staff when near a road. They are fascinated with how the traffic lights at the pedestrian crossing rotate in colour. Children learn to wait patiently until they see the green man and hear the beeps before they cross. Staff support children to learn new physical skills and assess their own risks. Children adjust their body weight to make a see-saw rock, and climb the steps of a tall slide. Weekly sessions run by a visiting tennis coach enable children to gain excellent control of a ball.
- Children are encouraged to be independent. They confidently manage their own

care needs and know to wash their hands and sit safely at the table for snack and mealtimes. They pour their own drink and know to clear away their plate and lunchbox when they have finished eating. Staff support children's awareness of their own and others' feelings. Therefore, children show respect towards staff and their peers, and they consistently use good manners.

- Key persons know children well. Staff provide a broad and appropriately challenging curriculum which follows children's interests and builds on what they already know and can do. Staff consistently consider children's interests and experiences as they interact with them in positive ways during their play. This ensures that children make good progress. However, some staff do not communicate with each other to share what skills and knowledge they want children to gain from the activities they plan for them. This means that the intention for children's learning is occasionally missed.
- Staff have a wealth of opportunities to continue to build on their practice. They visit sister settings to observe colleagues and complete regular training. Recent training has had a positive impact to help children take turns and regulate their behaviour. Staff receive supervision meetings to reflect on their practice. However, the infrequency of these meetings means that current supervision arrangements are not yet thoroughly embedded, to precisely focus on raising the quality of teaching to an even higher level.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that staff complete regular safeguarding training and attend meetings to keep their safeguarding knowledge up to date. Staff and the manager are knowledgeable about how to protect children's welfare. This includes the broader aspects of safeguarding, such as female genital mutilation and the 'Prevent' duty. Staff know the signs to look out for in children and their wider families. They know who to report these concerns to, including agencies outside of their organisation. The manager follows robust recruitment procedures to ensure that those employed to work with children are suitable to do so. Clear procedures are in place to ensure that children are only collected by individuals who are authorised to do so.

## **What does the setting need to do to improve?**

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

- strengthen the communication between staff so that they are all clear what skills and knowledge they want children to gain from activities and experiences
- improve the existing arrangements for the supervision of staff to focus sharply on raising the professional development of staff to the highest level.

## Setting details

<b>Unique reference number</b>	EY378917
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10127328
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Jack In The Box Partnership
<b>Registered person unique reference number</b>	RP528373
<b>Telephone number</b>	07958 746531 or 07974 400335
<b>Date of previous inspection</b>	16 June 2014

## Information about this early years setting

Jack In The Box registered in 2008 and is situated in Kings Langley, Hertfordshire. The nursery is open from 8am until 4pm Monday to Friday during term time only. There are eight staff members who work directly with the children; of these, seven hold relevant childcare qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Pike

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff at appropriate times during the inspection and spoke to children.
- The inspector held a meeting with the manager and providers. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector joined staff, parents and children on an walk to the local park. She also took account of the views of parents spoken to on the day.

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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