

Inspection of Jack In The Box At Rickmansworth (registration until: 01 Jul 2022)

St. Marys C of E Primary School, Stockers Farm Road, Rickmansworth,
Hertfordshire WD3 1NY

Inspection date: 29 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and ready to start their day. The staff are friendly, warm and welcoming. They help to create a safe and secure environment for the children to explore. Children delight as they explore the room to see what activities are available for them to explore today. Children become immediately immersed in play, taking time to choose the activity they would like to take part in.

Children become excited when they remember 'Tennis club'. They promptly line up ready to go to their class. Knowledgeable staff sort children into groups which enable them to get the very best out of the experience.

All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, are motivated to learn. Staff create activities which children explore with interest. They spend long periods of time concentrating at them, investigating what to do. Children work together well. They use trial and error techniques to create candles which stand up on their play dough birthday cakes. This helps to develop their thinking skills. They delight as they manage to get one to stand up, excitedly explaining to staff how they did this.

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

- All children make excellent progress in their communication and language development. Across the nursery day, staff communicate with all children using signing as well as spoken words. All children are taught a sign of the week together. This helps them to develop the skills required to be able to communicate with everyone in the nursery. Staff introduce a wide vocabulary into children's play. They use 'how' and 'why' questions to encourage children to think about what they are achieving.
- Children learn mathematical skills through a wide variety of activities. In the sensory area, staff talk to children about the capacity of the bottles they are filling with rice. They count the number of spoonfuls it takes to make the bottles 'full', 'half full' and 'empty'. This introduces wider mathematical language to the children. Later, children draw around shapes in the garden area. Staff share a book with children to look for further examples of each shape, extending their learning even further.
- All staff have an excellent knowledge of children and use this to support them in their next steps. Some staff members adapt activities to support children's individual learning needs. However, this is not consistent across the whole staff team. Therefore, children do not always receive the same high-quality teaching.
- Parents highly praise the nursery. They feel part of their child's learning journey. They are always made aware of how they can support their children's

development even further at home. Staff share good information with parents daily. This ensures parents know about the progress their children are making.

- The nursery has a strong transition programme to support those children who are going to school. Good links with the local schools ensure information is shared effectively. Teachers visit the children in their comfortable nursery environment. Children's key person supports them to begin to develop new relationships with the future teachers. Staff ran a 'school transition' workshop for parents. This was highly praised by the parents.
- The staff team identify any additional needs children may have effectively to ensure that all children make progress in their learning. For those children with SEND, transitions begin before children enter the nursery. The staff team liaise with all professionals and families to ensure settling in is a smooth process. Interventions are quickly put into place. Therefore, children settle quickly and begin their learning journey. Additional funding is used well to support children to reach the next steps in their learning.
- The manager and her team offer an ambitious curriculum for all children to access. The manager ensures staff are supported well and receive regular training to develop their skills and knowledge. The manager has created a buddy system which provides opportunities for them to learn new skills, developing their own practice even further. This ensures the ongoing development of the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team all have excellent knowledge of safeguarding. They can recognise the signs and symptoms of abuse and know the reporting procedures they must follow. Staff understand the whistle-blowing procedure and what to do if they have a concern about a colleague. All staff attend regular training. They know about the wider safeguarding issues, such as how to prevent children from being exposed to extreme views. Ongoing checks are carried out to ensure the continuing suitability of staff.

What does the setting need to do to improve?

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

- build on the already good practice and seek further ways to help all staff develop the highest quality teaching skills.

Setting details

Unique reference number	2579932
Local authority	Hertfordshire
Inspection number	10239488
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	38
Name of registered person	Jack In The Box Partnership
Registered person unique reference number	RP528373
Telephone number	07974400335
Date of previous inspection	Not applicable

Information about this early years setting

Jack In The Box At Rickmansworth registered in 2019. It is located in Rickmansworth, Hertfordshire. The nursery opens Monday to Friday, term time only. Sessions are available from 8am until 4pm. The nursery runs a breakfast club from 8am until 9am and a tea club from 3pm until 4pm. There are eight members of staff. Of these, six hold appropriate childcare qualifications from level 3 to qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together of all the areas of the nursery and discussed their curriculum and what they want children to learn.
- The quality of education being provided, indoors and outdoors, was observed by the inspector, and she assessed the impact this was having on children's learning.
- A joint observation of a group activity was completed by the inspector and the manager.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the staff team.

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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