

# Inspection of Jack-in-the-Box Pre-School Nursery

St Bernadettes Church Hall, 46 Draycott Road, Bournemouth, Dorset BH10 5AR

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Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The manager and staff have a clear intent for the curriculum. They teach children to become independent learners who are social, polite and ready for school. Staff know the children well and identify what they need to learn and do next. Children are settled and happy and have strong relationships with their key person. They are confident to make choices, selecting resources and moving freely between activities at their own pace, for example. Staff encourage children to be independent by putting on their own coats and shoes and helping themselves to water. The children make their own sandwiches and wraps at mealtimes. Children play together well. They are kind, respectful and well mannered.

Staff and parents communicate well and share information about the children's experiences. They celebrate the children's achievements between home and nursery, using 'wow' stars, for example. Parents feel supported and know what their children are learning.

Children have access to outdoor play and go on a weekly walk to explore their wider environment. Children develop a love of the natural world; for example, they grow herbs in their allotment. Children enjoy a wide variety of activities. They learn about texture from messy play, use role play to develop their imaginations and an obstacle course to support coordination. Staff help them to explore their interests, as well as providing structured opportunities to learn.

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

- The setting has a strong focus on children becoming independent, confident, respectful, kind and well behaved. Children happily share resources and space, and they invite each other to play. Staff model listening well and teach children how to take turns.
- Staff are ambitious for the children's learning and know what children can do and need to do next. There are targeted and achievable plans in place to, for example, further develop children's imaginative play. However, although staff know what they want children to learn, they do not target the activities by, for example, modelling imaginative play and extending children's social skills, as well as they could, to focus more closely on children's individual next steps.
- Staff teach children about diversity. They discuss with children the similarities and differences between people. Staff talk about other languages and cultures throughout the day, and they use French words during story time and lunch. Children express their opinions and listen to others.
- Children learn mathematics in various ways. They count familiar objects in context, look at distances and make repeat patterns. Children learn what numbers mean. They explore their own interests within activities, and this keeps

them engaged.

- Leadership and management is strong. Staff feel well supported and benefit from ongoing training. They apply strategies from training, such as using ways to extend children's vocabulary, and the manager monitors this. Staff are committed to building on their current good practice.
- Children's communication and language are good. Staff use synonyms and adjectives to extend children's sentences. For example, they use 'huge' instead of 'big' and describe a 'spiky, green' plant. They comment on what children are doing and introduce them to new words. The nursery sends 'vocabulary flowers' home, which show new words in each petal the children are learning. This enables parents to support children's communication and language, providing the children with consistent opportunities to use their new vocabulary in different environments.
- Staff encourage children to develop literacy skills by making marks and drawing patterns that go from left to right. They sing songs and rhymes to support listening skills. Children have access to a range of books and written materials, including menus, lists and magazines.
- Children develop secure physical skills by running, climbing and using obstacle courses in the garden. They develop their hand muscles with activities and resources such as play dough, puzzles and picking up objects with tweezers. This improves their coordination and strength.
- The manager and staff value relationships with parents. They hold regular meetings to discuss the children's development. Parents feel welcome and informed about what children are learning. They comment that their children enjoy attending the setting and are making good progress in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff access regular safeguarding training and are confident about potential signs of abuse and neglect. They are familiar with what to do if they have any safeguarding concerns and how to escalate them. They understand the role played by external agencies and know how to access them. Staff know how to report any allegations against a staff member and recognise that safeguarding is the responsibility of all staff within the setting. A safeguarding culture is supported by a strong key-person system, and staff know the children and their families well. Staff supervise children appropriately and teach them to play safely and be aware of potential risks.

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

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

- focus the intent of activities more closely on what children need to learn next.

## Setting details

<b>Unique reference number</b>	EY277232
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10276129
<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>	30
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Johnson, Susan
<b>Registered person unique reference number</b>	RP514303
<b>Telephone number</b>	07970 377425
<b>Date of previous inspection</b>	3 July 2017

## Information about this early years setting

Jack-in-the-Box Pre-School Nursery registered in April 2004. It operates from a church hall in Ensbury Park, Bournemouth. The nursery is open from 9am to 3pm, Monday to Thursday, during term time only. The nursery employs three members of staff. The manager has early years teacher status, and two members of staff hold a level 3 qualification. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Victoria Hance

## 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 setting.
- The manager and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for children.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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