

Inspection of Jack in the Box Pre-School

c/o of Hurst Green Primary School, Narrow Lane, HALESOWEN, West Midlands B62 9NZ

Inspection date: 14 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children arrive at this setting with smiling faces. Friendly staff greet children and parents as they enter the building. Independently, children locate their coat peg and name badge before they begin to explore the wide range of activities. During morning registration, children learn the days of the week and discuss the weather. Cheerful and talkative staff demonstrate a genuine interest in children's likes, dislikes and experiences.

Children enjoy lots of exercise and fresh air. They use their developing muscles to push, pull and roll heavy tyres. They practise their balancing skills as they walk along wooden beams. Large chalk boards encourage children to strengthen their hand-eye coordination and to develop their writing skills in preparation for school. Children enjoy helping each other and work well as a team. When they choose from a range of healthy snacks, they are keen to hand out extra fruit and vegetables to their friends. Children's behaviour is excellent. Rules and boundaries are clear to help children's understanding of respect and kindness towards each other. Children are supported by staff to find solutions for themselves on the rare times that conflict occurs. Children demonstrate kindness to living things. For example, they rescue a spider from the bathroom and tell the spider to 'have a good day' as it is released.

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

- The manager has a clear intent for what children should be learning. The curriculum covers all areas of learning, and these are incorporated into activities throughout the session. Effective observations, done by staff, help to assess what children already know and what they are developing. Children's next steps are then skilfully identified and shared between the whole staff team. This helps all staff to provide activities that support children's next steps.
- The manager prioritises the mental health of her staff team. She understands the importance of avoiding unnecessary burdens for staff. During supervisions, staff speak freely about their strengths and weaknesses. Training is allocated to staff so their knowledge is deepened and the standard of care is raised. For example, staff who provide one-to-one care for children with special educational needs and/or disabilities (SEND) attend specific training in this area. As a result, children with SEND receive excellent care and support to help them make the best possible progress. However, the manager does not always ensure that staff fully understand how to support children to lead their own play. For example, staff halt children's ideas, curiosities and concepts when they prevent children from moving resources from one activity to another.
- Children demonstrate positive attitudes to learning. Display boards reinforce children's sense of achievement, as their accomplishments are on view for

everyone to see. Children take turns to celebrate their good behaviour when they become 'star of the week'. They are beginning to understand and manage their own feelings. With support from staff, children find solutions to problems, such as using sand timers to indicate when they can have a turn. However, staff do not consistently provide challenge for children during adult-led activities. For example, children who can count further than five are not given the opportunity to do so. As a result, learning is not being fully extended so that children make the best possible progress.

- Children learn about different cultures, beliefs and backgrounds. They taste food from different parts of the world and experiment with traditional clothing during role play. The manager understands the need for children to become aware of difference in people in order to help them develop respect in a diverse society. Children play with role-play equipment in the doll's house, which is thoughtfully designed by staff to intrigue children's curiosity about diverse families, such as same-sex families.
- Parents speak very positively about the setting. They comment on how approachable and supportive staff are. Parents receive daily feedback about their child's development and achievements. They feel involved in their child's learning, as they are invited to share their child's achievements and receive invitations to stay-and-play sessions.
- The manager has secured strong links with the local school. Children become familiar with the school environment in preparation for their transition due to weekly visits to the school playground and story time with teachers. Children's development is shared with the school to give children the best chance of receiving purposeful learning opportunities in line with their next steps.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have excellent knowledge about how to identify signs and symptoms of abuse. They know which outside agencies to contact should they have a concern about a child's welfare. Staff's understanding of policies and procedures of how to protect children from harm is excellent. Staff are regularly asked questions by the manager to refresh their knowledge of safeguarding issues. Regular risk assessments are carried out to ensure the safety of the children during their time on the premises. All staff attend first-aid training to give them the knowledge they need in the case of a child having an accident or injury.

What does the setting need to do to improve?

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

- support staff to recognise when to extend children's learning during activities and to understand the importance of enabling children to lead their own play.

Setting details

Unique reference number	EY464110
Local authority	Dudley
Inspection number	10276270
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	Jack in the Box Pre-School Limited
Registered person unique reference number	RP532702
Telephone number	01216022232
Date of previous inspection	10 July 2017

Information about this early years setting

Jack in the Box Pre-School registered in 2013 and is in Halesowen. It operates as a pre-school and an out-of-school club during school term times. There are 11 members of staff working directly with the children. Of these, seven members of staff hold appropriate qualifications at level 3 or above. The pre-school sessions are Monday to Thursday, from 9am to 11.45am and 1pm to 3pm, and on Friday, 9am to 1pm. The out-of-school sessions runs from Monday to Friday, 8am to 8.45am and from 3.15pm to 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nancy Hitchcock

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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation and discussed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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