

# Inspection of Jack In The Box (Bosbury) Ltd

Leadon Lodge, Bosbury Primary School, Bosbury, Ledbury, Herefordshire HR8 1PX

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Inspection date: 19 May 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**

Children benefit from opportunities to grow their resilience and independence and become great problem-solvers. Leaders and managers encourage children to predominantly learn outdoors. Staff use the indoor space for key times, such as mealtimes, toileting and small-group activities. Staff organise invitations to play to promote children's curiosity and develop an awareness of the world around them. This enables children to gain a wide range of skills and knowledge that they need to prepare them for their next stage of learning.

Children are curious, confident and happy. They have a good understanding of boundaries, routines and the setting's expectations. Staff sensitively guide children to make the right choices to keep themselves healthy and safe. As a result, children behave well and they are keen to make the right choices. For example, children build a tower using crates, which they are able to climb on. When children reach the top, they reflect on the height of the tower and decide if it is too high to jump off. They independently take one crate off to ensure that they can jump and land safely.

Children benefit from strong attachments with staff. Staff work well to gather detailed information to support children's transition into the setting. Children settle quickly, and confidently explore the activities that staff have set out for them.

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

- Staff provide a language-rich environment. Children show a love of reading. They choose their favourite books, which staff read to them enthusiastically. Staff develop children's vocabulary well, which supports their overall learning. Staff recognise when children may need extra support with speech and language. They quickly put actions in place to ensure that children's learning is supported.
- Children behave very well. Staff encourage children to regulate their own emotions. Children reflect on their behaviour and talk about what makes them a good friend. Staff encourage children to be aware of what makes them unique. For example, during a group activity, children discuss the different skills that they are good at and praise other children for their strengths and abilities. This helps to develop children's confidence and respect for others.
- Children enjoy a range of healthy snacks and lunch. Staff are great role models and sit with children to eat the range of healthy food on offer each day. They use this time as an opportunity to talk about where foods come from. For example, children spread honey onto their bread independently. They enjoy trying different types of honey and compare the taste, textures and colour.
- Staff have strong links with parents and other professionals to support children

with special educational needs and/or disabilities (SEND). Leaders ensure that children who are in receipt of funding benefit well from it. For example, leaders provide high staff ratios and additional resources to enable children with SEND to reach their full learning potential.

- Staff speak positively about their role. The manager promotes staff's well-being. For example, there is an open-door policy and they have termly well-being breakfast clubs. New staff receive a thorough induction, ensuring that they are well equipped to begin their role. Staff comment on how managers provide them with opportunities to develop their skills and extend their knowledge through training.
- Leaders and managers have high expectations. They regularly evaluate the quality of the provision and their curriculum to ensure that all children's needs are met. However, leaders do not monitor the quality of teaching as well as possible to identify where staff need further support. Some staff are not fully successful in adapting their teaching and interactions in response to children. This means that children do not benefit fully from some teaching experiences.
- Children have lots of opportunities to develop their mathematical thinking and language. Staff weave mathematical learning into children's activities. For example, children use pastry and cheese to bake their own cheese twists for snack. They count the number of pastry strips they need and identify what makes a whole piece and how to make a half.
- Partnerships with parents are positive. Parents speak highly of the staff at the setting. They comment on the detailed verbal handover that they receive daily, as well as the termly reports that outline their child's learning and achievements. Parents praise staff for 'going above and beyond' to support children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff have up-to-date safeguarding knowledge. Managers and staff recognise signs and symptoms that would cause them concern for a child's welfare. They know the procedures to follow to raise a concern about a child or member of staff. Staff effectively and continually risk assess the setting as children play. Staff teach children to manage their own risks as part of learning to keep themselves safe. Safe recruitment procedures are in place and followed, ensuring that all staff are suitable to work with children.

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

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

- monitor the quality of teaching more precisely to identify where staff need further support to extend their practice so that all children receive the highest quality of teaching.

## Setting details

<b>Unique reference number</b>	EY448265
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10280253
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Jack In The Box (Bosbury) Ltd
<b>Registered person unique reference number</b>	RP907601
<b>Telephone number</b>	01531 640949
<b>Date of previous inspection</b>	5 September 2017

## Information about this early years setting

Jack In The Box (Bosbury) Ltd registered in 2012. The setting is located in the village of Bosbury in Herefordshire. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. This includes one member of staff who holds qualified teacher status. The nursery operates all year round. Sessions are available Monday to Friday from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Freya Marskell

## 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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