

Inspection of Jack-In-A-Box Playgroup and Bee'Z Nee'Z Out Of School Club

213 Middleton Road, Oldham OL2 5LS

Inspection date: 7 July 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 are comforted and extremely supported when they first attend this setting. Their emotional well-being is given the utmost priority and children are very happy and settled as they are safe and secure. Children flourish and develop well. They have high levels of self-esteem and are extremely confident. Staff have high expectations, a nurturing manner, and embed well-established routines to help support children's impeccable behaviour.

Children are surrounded by reading materials. They learn an array of stories and rhymes, which encourages their language and literacy development. For example, as they talk about 'The Very Hungry Caterpillar', children enjoy telling their friends all about the plot, saying, 'look, he eats the mud to make him grow.' There are a wealth of opportunities for children to learn about the natural world. Children delight as they find bugs outside. They say, 'look, it's a caterpillar' and, 'oh, look, a millipede'. This demonstrates that children are developing a knowledge and understanding of the world around them. They use their senses to explore the unique staff-made pond area and the mud kitchen. They enjoy making mud spaghetti and serving it in their 'cafe'.

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

- Overall, the quality of planned learning is good. The leaders and staff have a clear intent of the curriculum. They provide a range of activities and experiences based on children's interests which support their learning. However, staff do not always adapt their teaching practice to extend the learning opportunities for all children during group activities.
- Staff do not teach children about the world they live in consistently well. Although they help children learn about religious and cultural celebrations, such as celebrating theme days for Armistice Day and the coronation, they provide fewer opportunities for children to learn about diversity. Children learn less about differences and similarities between themselves and others, such as different families.
- Staff provide many opportunities for children to develop their literacy skills. For example, children make marks using a range of tools and materials to help develop their early writing skills. Group activities include each child having a stick with ribbon attached to copy shapes, letters and lines to the music. As a result, children use movement with music to develop motor skills in preparation for writing.
- The support in place for children with special educational needs and/or disabilities is excellent. Leaders know children well and identify quickly when early intervention for further support is required. They work in partnership with parents and other agencies, adapting their approach to meet each child's

individual needs. For example, staff use a visual timetable, ensuring all children are given enough time to understand the routine. This enables all children to be fully included and make the same excellent progress to prepare them for school.

- Leadership is very strong. Leaders provide highly effective support to enable staff to be successful in their role. They place a strong focus on staff's well-being. Staff say they feel well supported through regular coaching, supervision and team meetings. The manager encourages them to pursue further training to keep their knowledge up to date and raise their teaching to the highest level.
- Parents are extremely positive about the nursery. They have the opportunity to attend many enjoyable events at the nursery throughout the year. They comment on the wonderful learning experiences that the children get involved in and the nurturing relationships they develop with the friendly staff team. Comments include, 'the staff are amazing and they go above and beyond for our children.' Parents feel well informed and involved in their children's learning.
- Children's emotional well-being is supported very well. Staff encourage children to think and communicate. For example, staff and children discuss their emotions in the colour-monster book activity. Children confidently describe the emotions on the cards and discuss what might make them feel happy, sad or angry. As a result, children understand their feelings and emotions and use language to express how they feel.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given priority in this nursery. The manager conducts robust recruitment and vetting procedures, ensuring that staff working with children are suitable. The manager and staff attend safeguarding training and understand the referral procedures. They know the possible indicators of abuse and understand safeguarding issues, such as domestic violence and female genital mutilation. Daily risk assessments are undertaken by staff, both indoors and outside. Staff are confident in taking action should they be concerned about a colleague or member of the management team.

What does the setting need to do to improve?

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

- strengthen staff knowledge of how to teach children about differences and similarities
- ensure large-group activities support the learning needs of all children.

Setting details

Unique reference number	EY490027
Local authority	Oldham
Inspection number	10280413
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	20
Number of children on roll	27
Name of registered person	Gina M Chapman Limited
Registered person unique reference number	RP908029
Telephone number	01616527867
Date of previous inspection	22 September 2017

Information about this early years setting

Jack-In-A-Box Playgroup And Bee'Z Nee'Z Out Of School Club re-registered in 2015. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 5 or above. The setting opens between 7.30am and 6pm all year round. Sessions are provided from 9am until 3pm, Monday to Friday, term-time only. Sessions are provided for school-age children from 7.30am to 9am and from 3.15pm to 6pm, during term time and from 7.30am to 6pm during school holidays. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Nicky Martin

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 managers and has taken that into account in their evaluation of the setting.
- The managers discussed with the inspector how they use the premises and resources with the children.
- The inspector spoke with the managers, staff and children at appropriate times throughout the inspection. She took account of parents' views through discussion.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the managers and completed a joint observation with the staff of a planned activity to assess the quality of teaching and 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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