

Jack in the Box Day Nursery

Inspection report for early years provision

Unique reference number	131598
Inspection date	09/06/2009
Inspector	Clare Moore
Setting address	9 Chichester Road, Southampton, Hampshire, SO18 6BE
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Jack in the Box Day Nursery opened in 1993. It operates over two floors from a semi-detached house in the Bitterne area of Southampton. The nursery has sole use of the premises and there are secure outdoor play areas. It is privately owned and managed and registered on the Early Years Register.

A maximum of 36 children may attend the nursery at any one time. There are currently 58 children on roll and the setting receives funding for educational provision. The setting welcomes children who speak English as an additional language and children with learning difficulties and/or disabilities. It is open every weekday from 08:00 to 18:00 except Bank Holidays.

There are 11 staff employed to work with the children. All full time staff have suitable childcare qualifications and all have a first aid qualification. The setting receives support visits from an advisory teacher from the Early Years Development and Childcare Partnership and the early years development worker from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Practitioners spend time with parents finding out about every child so that all children can be fully included as individuals and their needs met. The staff team are included in evaluating all aspects of the provision, sharing their ideas and working together to maintain continuous improvement. Children are settled and happy and make steady progress in their learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the planning to further promote problem solving and numeracy in practical daily activities and routines
- continue to develop the children's records to show their achievements more clearly.

The leadership and management of the early years provision

The staff work together well as a team, sharing information informally as well as at regular meetings. They are strongly motivated and work in partnership with parents and advisors to lead to improvements such as displaying the menu and re-organising the layout of the rooms to provide a more interesting, stimulating and child-friendly environment. They work together with other professionals and are eager to adopt new ideas and ways of doing things to enhance their provision. The reception area is packed with information displayed on the walls including the Early

Years Foundation Stage wall chart, photographs of all the staff, their qualifications and key worker groups, complaints procedure and child protection information. Newsletters are sent out each term to keep parents up-to-date with developments such as the copy of the policy folder.

Children are safeguarded very well as there is a rigorous recruitment process and all staff are knowledgeable regarding child protection. There are good systems in place to maintain staff ratios at all times.

The quality and standards of the early years provision

Children find out about keeping themselves safe as they regularly take part in fire evacuation practice and carry this out very efficiently. They enjoy an educational visit from fire personnel and become involved in increasing their understanding of fire safety, going on to develop their ideas through role play. Good health is promoted very well as children enjoy a home-cooked menu with regular fresh fruit and vegetables, supplemented with frequent drinks of water or milk which older children can serve for themselves. Meal times are relaxed occasions which are well supported and help to encourage enjoyment of food and good digestion. Children are encouraged to be independent, feeding themselves as soon as they can and managing their personal hygiene with appropriate support. The well-equipped outdoor area is in use at all times that the weather is suitable. It is used imaginatively to promote all areas of learning and helps to keep children fit and active. Children play with balls, hoops, bean bags and wheeled toys to develop and practise physical skills and co-ordinate pedalling and steering. They explore sand and water, write and draw, engage in make-believe play and make up food for the birds.

Children are busily engaged as they select their activities. They show persistence, for example, when struggling to open the cooker door in the role play area and they relate well to each other as they pretend to cook, set out a cloth on the floor, lay it up and consider writing invitations for their picnic party. They further delight in using the well planned role play area as they pretend to be fire fighters, care for dolls, pack for a holiday and act out days at the seaside.

They enjoy books and stories in the inviting book corners and develop their imaginative skills as they paint, draw, and create collage using glue and a variety of resources. Younger babies have fun exploring their senses as they select items from the treasure basket and rustle the foil papers, fascinated with the texture and sounds they produce. Toddlers delight in singing songs and joining in with actions, clapping themselves gleefully at the end.

Children start to explore number as they count the apples they have glued on their pictures though some opportunities to practice problem solving and numeracy are missed in practical daily routines. Children find out about the plants and healthy eating as they grow flowers and vegetables, harvest the results and enjoy sampling the potatoes and peas after they have been cooked. They learn about animal life as they observe the snails and the caterpillars, making links in their learning through the use of books to follow through life cycles. Children develop a

positive attitude to difference as they find out about words used in other languages and also learn and use elements of sign language. All children develop a sense of belonging and being included as they see images of themselves reflected in the nurseries resources.

Children make steady progress in their learning as practitioners know them well and have a good understanding of the Early Years Foundation Stage. They make frequent observations and use this information to plan the next steps, however, achievements are not always clearly documented in the records. The knowledge they have of individual children helps them to plan an interesting and varied curriculum, taking into account children's starting points, each child's interests and needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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