



Jack in the Box Day Nursery

Inspection report for early years provision

Unique Reference Number	131598
Inspection date	13 October 2005
Inspector	Judith Reed
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Registered person	Jackie Wightman
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Jack in the Box Day Nursery opened in 1993. It operates from a semi detached house in the Bitterne area of Southampton, serving the local area.

The nursery is registered to provide care for 36 children from birth to 5 years, of these, not more than 12 may be under 2 years. However, it is the nursery policy not to accept children aged under six months unless a sibling already attends. There are

currently 68 children on the register; this includes 22 in receipt of nursery funding. No children attending the setting have special needs or speak English as a second language.

The nursery opens 5 days a week, 51 weeks a year from 08:00 to 18:00.

There are eight full-time and two part-time staff employed to work with the children; eight have suitable childcare qualifications and most have a first aid qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children enjoy regular daily sessions of physical play in the well equipped garden area. They ride around on scooters, tricycles, and sit on toys, as well as pushing prams and pushchairs. Children climb and slide on the low level climbing frame as well as drawing with chalk on blackboards and the paved surface. They learn to care for plants and flowers keeping them watered in the summer.

Children are exposed to risk of cross infection. Staff have poor knowledge of good hygiene procedures. Gloves are worn but staff frequently do not wash hands following nappy changes or wiping children's noses. Older children share hand towels after washing their hands and are also at risk of cross infection. Suitable toilets are now available but nappy changing continues to be completed in the play rooms, when other children are playing. Children have no privacy in these circumstances. Nappies are stored for parents to take home and are placed in carrier bags in the dining area. Children are administered medication, as requested by parents, but this is not recorded appropriately.

Children are fed an inadequate diet of processed foods. Staff have little knowledge of nutritional guidelines and do not offer choices to children. Most food currently served is processed and often high in salt such as packet mash potato, crisps, tinned sausages and dried, flavoured noodles. Children are not offered choices and snacks consist of toast, pancakes or crumpets or a piece of fruit such as banana or apple. Children often do not have a plate for their snack and eat it off the table or high chair.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children have full use of the whole house, using individual rooms for particular activities such as the messy play room downstairs for painting and gluing, as well as lunch time dining. There are two toilets suitable for children upstairs and one toilet for children downstairs. There is currently no designated nappy changing facility apart from within playrooms. Older children use upstairs rooms as a pre school area. There are many attractive murals and displays around the nursery. Children regularly

access the well fenced and secure, outside play area throughout the day.

Children's safety is not always ensured because of inaccuracies in the registration system. Fire safety is compromised due to staff not knowing who is present at all times. Children are safely cared for when they are kept in separate areas with gates and fences around their designated areas. Children use chairs and furniture suitable to their stages of development. Cots and sleep mats are available in the downstairs playrooms for younger children. Daily risk assessments are not carried out and some hazards, such as doors being open, obstructed fire exits and unsuitable toys, put children at risk.

Children have access to a large range of quality equipment and toys throughout the nursery. Children are offered choices from storage shelving, by staff. Toys and equipment are cleaned on a regular rota basis.

The staff have an understanding of child protection issues and have some knowledge of the signs which may indicate a child is being abused. They have relevant procedures to follow for making a referral which means children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children gather together at the beginning of each day. Most children are relaxed and happy, and they play in a large group. Older children help and support the younger children. They enjoy singing songs together in a large group or sharing a story. Older children, over two years nine months, go upstairs into pre school at 9.00 and younger children remain downstairs in their own groups according to age.

Babies under one year use the baby unit and have soft mats and toys to choose from on a low level shelf. They are fed according to their own requirements and sleep in the room whenever they need to. Babies enjoy frequent outings to local shops and the library. They benefit from regular singing sessions and action songs are very popular. Babies really enjoy the bubble machine. They giggle and laugh, screaming with delight. They wave their arms and try to pop bubbles on the floor.

Children between one year and pre school age are divided into two small groups for most of the day. They come together for snacks and meals. Staff provide a range of activities for children including singing, dancing and a painting activity of hand printing. Children are not able to make their own choices at the current time. Planning of activities for children under pre school age is insufficient and staff have not completed training in the Birth to three matters framework.

Nursery Education.

The quality of teaching and learning is satisfactory. Planning is in place and regular evaluation of activities is completed. Children are challenged and their learning is extended through some interesting activities. Staff know children well as they work in small groups and make regular observations to support their record keeping.

Children play well as a group and share toys. They set out toys for role play activities and dress up in a variety of clothing. Children speak confidently within their groups and take part in discussions about their favourite foods. They relate well to staff and have positive relationships asking for help when needed. Children are not able to develop their independence for example at snack time or freely selecting equipment.

Many children are confident speakers and listeners and engage in conversations with other children and staff. Opportunities to write are available throughout the sessions, and there are some opportunities for children to link sounds and letters in name recognition and weather calendar activities.

Children begin to count regularly and staff use incidental opportunities to count with children. They use mathematical language throughout the day and children sit at square and round tables for snack time.

Knowledge and understanding of the world is developing well and children have opportunities to care for plants and taste the vegetables grown. They use the computer regularly and the nursery has recently obtained more programmable toys to extend children's learning. Children learn about diversity and other cultures through making attractive displays and celebrating festivals.

Children's physical development is progressing well and they enjoy a choice of activities in the outside play area. Many areas of learning are included in the outside play activities such as chalking on the paving or blackboards, parking tricycles in numbered parking spaces, growing plants, and pretend play in the playhouse or with doll's prams. There are few opportunities for children to learn about good health and hygiene matters.

Children use their imagination within role play activities such as the Chinese restaurant game, when dressing up or playing with dolls and small world toys. They enjoy frequent opportunities to sing, dance and listen to music. Children's choices are limited and they are infrequently offered paint, glue, and play dough as free creative activities. The current organisation of the pre school offers few opportunities for children to explore, experiment, and develop their imagination through creative media.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from the attractive displays and murals around the building which include people with disabilities as well as those from other cultures. Children play with items used by people from around the world and begin to understand about different cultures and festivals. Spiritual, moral, social and cultural development is fostered.

Children generally behave well. They understand instructions such as "tidy up now please" and receive encouragement. Staff praise the children by name and all the children including babies enjoy this attention. They have good manners and begin to understand sharing and taking turns. Children move around the premises calmly and

safely.

Children with special needs and those with an additional language are welcomed into the nursery. A new coordinator has recently been appointed to support children's additional needs and she has yet to complete her training.

Partnership with parents is satisfactory. Parents are given informal feedback at the end of the session. They are encouraged to look at plans displayed on the notice board and are kept informed about themes through the regular newsletter. Regular open mornings are held to allow parents to meet with management and the key workers to discuss their children's assessment, progress and development in private. Staff complete daily diaries for younger children and babies, keeping parents informed about their children. Parents receive copies of the policies and procedures within the nursery and are aware of the complaints procedure. The manager writes a regular newsletter for parents. A notice board is used to keep parents informed about staffing, menus and the plans.

Organisation

The organisation is inadequate.

Children are cared for by an established team of staff. The manager is well qualified and very experienced in caring for young children in this setting. Staff have regular appraisal meetings with the manager to discuss and evaluate their practice. Most staff are trained to the appropriate level although no staff have yet taken training in the Birth to three matters framework.

Children are at risk due to the current unsatisfactory method of registration. Systems used do not allow for good recording of children present or monitoring of ratios. Times of arrival and departure are not recorded appropriately in the register. The register information is incorrect and staff are unaware of who is present on the premises at all times. The setting does not meet the needs of the range of children for whom it provides.

Children's registration forms contain most information required by the nursery. Personal individual folders for children are confidentially stored in the office.

Staff have some awareness of the Curriculum Guidance for the Foundation Stage and ensure all areas of learning are included in their plans. Daily plans are sufficiently evaluated to ensure aims are met and children are challenged. There is no evidence that current planning is led by the needs of the children attending the setting. The nursery is supported by a teacher from the Early Years Partnership and the staff attend local support meetings. Leadership and management are satisfactory.

Improvements since the last inspection

At the last Children Act inspection the setting was required to evaluate and organise the daily routine for children over two and half to ensure their individual needs are met regarding care and play, as well as ensuring plans and resources allow regular

access to physical activities, free choice, creative and role play that promotes diversity. Children have regular daily access to outdoors activities and benefit from free choice in physical activities. Good quality role play items are available which reflect diversity and children learn about other cultures. Children are not offered free choices in creative activities.

Children's privacy is now respected and toilet doors have been fitted. Most children use toilets independently. However, suitable nappy changing facilities have not yet been provided and this remains an issue within the nursery.

Children are monitored when they are asleep by a member of staff remaining with them at all times. Documentation is in place and senior staff have undertaken training in child protection matters to ensure children's welfare is safeguarded at all times.

At the last Education Act inspection the setting was required to evaluate session organisation to increase opportunities for children to access activities independently and regularly, particularly physical development, creative play and knowledge and understanding of the world. Plans were required to include learning objectives and to be monitored effectively. Staff's knowledge of the foundation curriculum was to be improved alongside opportunities for children to practise writing in practical activities, be aware of print and the sounds of letters.

Children access some activities independently and regularly participate in free physical play. Plans include learning objectives and these are regularly evaluated. Children are able to access writing materials and include them in their practical activities, for example writing orders from a menu. They are becoming aware of print and the sounds of letters by seeing, and using, their names and labelling throughout the nursery. Session organisation has not been sufficiently reviewed to allow children to access all activities independently. Not all staff in the pre school area have completed training in the Curriculum Guidance for the Foundation stage.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of the complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure children are protected from cross infection at all times and their privacy is respected, and independence encouraged
- keep a written record of medicines given to children
- ensure the register of attendance is up to date and accurate at all times
- provide children with a choice of healthy and nutritious snacks and meals

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide further opportunities for children to develop independence by providing a choice of activities at all times, in particular including creative media
- ensure assessments of children's development are used when making plans for future learning
- provide opportunities for children to develop an awareness of good health and hygiene practices

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