

Jack in the Box Day Nursery

Inspection report for early years provision

Unique reference number	131598
Inspection date	13/01/2011
Inspector	Coral Hales
Setting address	9 Chichester Road, Southampton, Hampshire, SO18 6BE
Telephone number	02380 364541
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Type of setting	Childcare on non-domestic premises

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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*.

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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 59 children on roll with 21 receiving funding for educational provision. The nursery currently supports children who have special educational needs and/or disabilities. The nursery is open every weekday from 8:00 to 6:00 except for Bank Holidays.

There are 11 staff employed to work with the children, eight of whom have suitable childcare qualifications.

The setting receives support visits from an advisory teacher and the early years development worker from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and very settled. Staff from all areas work well together well as a team to support and extend learning. The nursery strives to be fully inclusive and individual needs are met well and children make good progress in all areas. Good working relationships are in place with parents, and links with other professionals continue to be developed. Most required documentation is maintained as required. Effective systems are in place to enable the staff to self-evaluate and review their practices and they demonstrate the ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) 31/01/2011

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

- review methods of working in partnership with other settings to ensure children's development and progress is effectively supported

- update the record of risk assessment to include any assessments of risks for outings

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed and understood by those who work with them. All relevant information is displayed and very effectively shared with parents. Staff are appropriately vetted and trained with effective records maintained to ensure they are suitable to work with children. The nursery identifies dangers, takes steps to eliminate risk and complete a written assessment. However, the written record does not contain required information and the assessment does not include reference to outings

Staff have clear ideas of how they wish to bring about further improvements to the provision and outcomes for children. Changes are implemented as issues are identified. This ensures that the impact is evident in the area in which it is needed. For example, the baby room has recently been relocated to meet the needs of the children throughout the nursery. The recommendations from the last inspection have been met. Children's records of achievement show progress and activities planned support all areas of learning.

Staff have a good knowledge of each child's background and identify any need for additional support as early as possible. They effectively share information and records with parents and where appropriate, with interagency teams to ensure all to make as much progress as possible.

Well-established relationships with parents support children effectively and staff work closely with them to ensure all children achieve their full potential. There are clear and accessible channels for parents and carers to communicate with the nursery. They are kept up-to date about routines and events taking place. Staff have some links with other providers sharing care of the children. However, the information is not always used effectively to fully support children's achievements and welfare.

The setting is well organised to promote and support children's learning and most required policies and procedures are maintained. A good range of resources for all ages are accessible and well presented enabling children to develop their own ideas.

The quality and standards of the early years provision and outcomes for children

The environment in all areas is exciting and provides children with interesting and stimulating activities. All children, including those with learning difficulties and/or disabilities, make good progress towards the early learning goals in all areas of learning. They freely access a broad range of freely chosen activities indoor and

outdoors that supports their development effectively. Children develop independence as they play and this enables them to begin to take responsibility for small tasks and develop skills for the future.

Children are very chatty and staff effectively help them to develop and extend their vocabulary. Children love to sing and respond with enthusiasm when asked if they would like to sing. One sings a favorite song while others sit very quietly and listen well. Another child amused everyone as he kept saying 'I don't know this song', having requested to sing it.

Children demonstrate good levels of imagination, for example preschool children dress as lions, builders and princesses. They decide to have a tea party and open a new tea set and all sit in a circle to look at it. They count the plates and cups and jugs. Another child suggests counting lids and member of staff says 'here is one and here is another' and a child remarks 'that's two'. Younger children have fun playing in the role play areas making tea for staff and interacting with others. Children's creative skills are well promoted in all areas, in the preschool a child selects string, cuts a length and adds this to the model car she is making. Younger children paint and are encouraged to experiment. They really enjoying the process and especially painting themselves. Staff support the children well and encourage them to participate.

Children's physical development is promoted well by the constant use of the well resourced garden. The children have an area for digging and planting and plenty of space to run around, use wheeled toys and generally enjoy themselves in the fresh air. Babies are very excited and cannot wait to go out in the garden and giggle as the door is opened. They come in after a short while all smiles and a bit wet having had fun in the puddles. Later a group of preschool children enjoy a game of 'what's the time Mr. Wolf' and squeal in delight as they are chased.

Children's health is well promoted with home cooked and nutritious meals and snacks provided by the cook. They enjoy a roast dinner with lots of vegetables and are well supported as they develop their independence. Mealtimes are relaxed in all areas and younger children and babies are given time to experiment and attempt to feed themselves. Regular routines ensure that children develop suitable self help toileting and hygiene skills. Younger children's home routines are followed in line with their requirements. Key workers share care issues with the parents at the end of the session.

Children are taught to be safety conscious without being fearful and begin to show a suitable understanding of how to keep themselves safe. For example, they take part in regular emergency evacuations. Pre-school children demonstrate a good awareness of how to behave when going up and down the stairs when visiting the garden. Successful methods are used to manage behaviour. Children are encouraged to take turns and to share equipment. They are polite and respond well to praise from the staff.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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