

# Jack In The Box (Bosbury)

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

## Inspection date

Previous inspection date

31/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are enthusiastic, resourceful and highly motivated learners, relishing an environment where they feel secure and safe and are excited by the many rewarding and often challenging experiences provided for them.
- Expert teaching, rigorous monitoring of children's progress and accurate planning ensure every child makes exceptional progress and that any developmental delay is competently and promptly addressed.
- Exceptionally strong partnerships with parents, other agencies and schools underpin the exemplary provision for all aspects of children's care, learning and development.
- The provider is inspirational and very well supported by highly motivated and effective staff in ensuring children and their families consistently access high quality nursery and out of school provision.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the lodge and the outdoor learning environment.
- The inspector held meetings with the provider and the pre-school and out of school club lead practitioners.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector read the provider's self-evaluation form and improvement plan and sampled key policies and records relating to child protection, and children's well-being, behaviour, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day and from their written feedback to the setting.

## Inspector

Rachel Wyatt

## Full Report

### Information about the setting

Jack In The Box (Bosbury) is a limited company which registered in 2012. The setting was originally established in 1997 and has operated from its current location since 2008. It is located in a purpose-designed building next to Bosbury Church of England Primary School in Herefordshire. Children have access to secure outside play areas. The setting is fully accessible. It is open each weekday from 8am to 5.30pm for 47 weeks of the year. Before and after school care is available for pupils from the adjacent school and from other local primary schools.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 90 children aged from two to 11 years on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs four full-time childcare staff, including the provider, three part-time childcare staff and an administrator. The provider has a level 4 early years qualification and four other staff have appropriate level 3 qualifications. The provider and another member of staff also have level 3 playwork qualifications. The setting provides funded early education.

### What the setting needs to do to improve further

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

- enhance the already excellent opportunities for children's outdoor learning by further developing the provision of all-weather facilities in the garden area.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are eager and purposeful learners, responding to the vibrant surroundings and exciting curriculum, which staff expertly tailor to the needs of each child. Working in close partnerships with parents and carers, the provider and staff find out about each child's interests and starting points when they join the setting. Their thorough ongoing

observations and assessments mean that everyone knows exactly where a child is in terms of their development, skills and understanding in the prime and specific areas of learning. Planning is well coordinated to offer children a wide ranging and rewarding educational programme which excites them, reflects their ways of learning, and supports them in making excellent progress towards the early learning goals. Meaningful topics and additional activities, such as PE and learning Spanish, are incorporated to extend children's knowledge, understanding and skills.

All adults working with children enthuse and motivate them so that children are confident and focused. Sessions are very well managed and every child is effectively encouraged and supported by attentive staff. Children know when it is important to sit and listen and they are inspired by adults to confidently ask questions and contribute to discussions. Younger children and those who are new or need additional support are sensitively helped by caring adults to join in and relish the challenges their other peers enjoy. For example, during a very well led and supported whole group registration time, every child has an opportunity to identify and compare various two-dimensional shapes and to count and compare the numbers of these. They and the staff then discuss the day of the week and the month, followed by a joint analysis of the weather. This includes downloading the local weather conditions onto the nursery's tablet computer and children expertly identify each weather symbol and discuss what clothes they will need to wear outside. During the day several children give further updates on the weather.

Children's speech and language development is expertly assessed and promoted. All staff interact very well with children, and the provider uses her expertise and knowledge to ensure everyone helps each child to speak clearly, listen well and fully understand. Excellent teaching ensures every child makes the best possible progress in speaking confidently and clearly and in using a wide range of vocabulary; in listening to, recognising and using different letters and sounds; and competently uses language for thinking, to describe and to recall. Children enthusiastically talk about their experiences, describe what they are doing or making, and eagerly ask and answer questions. They accurately identify different sounds and letters, for instance eagerly showing the items they have brought in from home to illustrate the letter 'l', and are quick to point out when the provider's suggestions are incorrect. Children and their key persons are also learning Spanish together. As their teacher arrives, children of all ages run to meet her enthusiastically saying 'hola'. Their eagerness is followed through in a most enjoyable and at times quite challenging session. Children increasingly recognise and use individual words in Spanish as they answer to their names, talk about colours and shapes, and count. They and the staff take part in various fun rhymes and dances, and play outside. There is also a great feeling of mutual support as children help each other by, for instance, repeating a word or raising their friend's hand because 'that's you'. Parents report how they are amazed by the words their children have learned, and the provider, staff and Spanish teacher all recognise the positive impact of sessions on children's enjoyment, confidence, attention and improving their clarity in speaking in both Spanish and English.

Children have great opportunities to be physically active and to be outside. They learn to move in different ways during PE sessions and to undress and dress themselves independently. Outdoors, children relish exploring the woodland area where they confidently use the rope ladder and swing, build with found materials amongst the trees,

and enjoy picnics and camp fires. They put on safety helmets and fearlessly pedal, scoot and steer a selection of wheeled toys around the playground and along the woodland path. Wheeled toys have matching number plates, keys and parking bays so that children consistently consolidate their counting and comparing of numbers in practical ways. Their outdoor imaginative play is enhanced by opportunities to use a selection of real and imitation tools in their roles as 'mechanics' in the garage area or as 'builders' in the construction play areas. Children help to look after the nursery's rabbit and gerbil and have been trying to grow various fruits and vegetables in the garden, although the wet conditions have partially thwarted their efforts.

Parents and carers take a full and active role in their children's learning and development at the setting and at home. From the outset their views about their children's abilities, skills and interests are welcomed and followed up by staff in their planning and organising of activities and resources. Parents receive a wealth of information about their children's educational programme. Each half term they are given copies of plans covering the specific activities that their child and his/her age group will be involved in. The information also includes words of current songs and ideas for activities to follow up at home. Each week parents receive a lively, illustrated newsletter covering activities, special events and reminders, for instance, about the letter of the week. Children borrow books for their parents to read to them at home, and parents provide items for topics and activities and help in sessions. Parents and carers are kept very well informed about their children's progress. They have regular feedback about their child's activities and achievements and also take part in reviews of their child's development and next steps with their child's key person and/or the provider. Parents and carers also appreciate opportunities to join their children in very popular special events at the setting, for instance, at harvest time and at Christmas, or to go on outings, such as a recent visit to a country park.

### **The contribution of the early years provision to the well-being of children**

Children are nurtured and thrive. Staff fully understand every child's care, medical, dietary and health needs, as a result of comprehensive information sharing with parents, carers and other professionals involved in children's care. For example, the provision for meeting the needs of children with specific health needs is exemplary. Children settle very well, make friendships and form close bonds with caring staff because parents are encouraged to provide valuable information about their child's characteristics, interests and backgrounds. This information, and accompanying family photographs, helps staff to get to know children quickly, to reassure them by offering them familiar, favourite experiences at the setting, and to talk to them about their families and important features of their lives. Parents are also very much encouraged to share their children's skills and achievements with staff and they are given many opportunities to follow up ideas and activities at home or to contribute items, for instance, for phonics, art and craft sessions.

Children are cared for and learn in an environment which is physically very safe and secure, emotionally reassuring and educationally vibrant, fun and rewarding. High priority is given to ensuring children's safety. The premises are free from hazards, well maintained and well equipped with high quality age-appropriate resources, toys, apparatus and child-size furniture. Staff carefully monitor and check all aspects of safety and supervise children

well but they also teach children to be responsible about behaving sensibly and safely. Therefore, children now readily wear a helmet when using scooters and cycles. When a new toolbox is introduced for the construction area, the provider and children review the contents and discuss any safety issues. This prompts children's enthusiastic comments about potential hazards when using saws and some examples of work done by family members. Staff also check that children know how to safely use other real tools, such as spanners and pliers, in the garage role play area. Other aspects of children's behaviour are exemplary. They are kind and helpful, socialise and play cooperatively, know what is expected of them and readily follow staff's requests. The staff's good role modelling and encouragement underpins children's positive relationships and good behaviour. For example, adults consistently welcome, listen to and follow up children's choices and ideas. They encourage and praise children's good listening and perseverance, and actively promote their enthusiasm, creativity and enjoyment for learning.

Children are very well prepared for the new stages in their learning. Staff skilfully support children's transitions when they move to the setting from another daycare provision. They strive to obtain as much information from other providers about these children's care, learning and development, as well as from parents to ensure children have consistency and continuity. Children are also very well prepared for moving on to full-time education. They take part in expertly taught, fun and focused sessions which consolidate their knowledge and skills in all areas of learning, increase their confidence and enthusiasm for learning, and enhance their self-care and independence skills. Supporting children in promoting their own well-being is a priority for the setting, so that every child is encouraged to eat healthily, such as enjoying a variety of fruit at morning and afternoon snack times. They all relish being active and take part in regular outdoor activities throughout the day.

### **The effectiveness of the leadership and management of the early years provision**

Leadership is inspirational. The provider and her equally highly motivated and effective staff are dedicated to ensuring children are fully safeguarded, have the best possible care and take part in a fulfilling learning programme which helps them to make excellent progress. Robust management, accountability and staff development procedures ensure that everyone working with children confidently and competently carries out their roles. This includes being a key person to a group of children and also carrying out designated duties, such as lead practitioner for planning or out of school care, or working with specific age groups. The setting administrator and others involved in school collection or on placement all contribute to the strong team work, the welcoming atmosphere and the smooth running of the setting. Safeguarding procedures are robust, ensuring all adults are suitable and have a thorough up-to-date knowledge of child protection procedures. The provider and staff ensure that children are looked after in a secure and safe environment. Adults fully understand their responsibility to protect children from harm and know what action to take if they have any concerns about a child's welfare.

The provider and her team are committed and rigorous in the way they monitor and evaluate all aspects of the provision and drive forward improvements. They encourage and

readily respond to the views of families, children and partners. For example, parents' views have influenced the arrangements for children's snacks throughout the day, and how parent partnership events are planned and organised. Children's interests, choices and ideas are part of daily planning, such as including dinosaurs in the sand and creating a doctors surgery in the role play area. Their ideas have been instrumental in the continuing development and resourcing of the outdoor and woodland areas. The provider and staff have clear vision for further improvement, such as plans to add some more challenging physical features to the woodland area and to adapt the garden area to enable children to use it in all weathers.

A highly effective partnership with parents and carers ensures children's needs are quickly identified and exceptionally well met. From the time children start, parents provide valuable information about their backgrounds, characteristics, interests, care, health and development. This contributes to the staff getting to know each child quickly, settling them successfully and planning accurately from the start for their learning and development. The provider's and staff's professional expertise and their rigorous assessment and tracking of all areas of children's development, mean that at any given time they and parents know how well a child is doing and can promptly identify any gaps in their knowledge, understanding and skills. Working closely with parents, other providers and professionals, such as health visitors and speech and language therapists, ensures that effective early intervention strategies are promptly agreed and fully implemented. Parents appreciate how the provider and her team have gone that 'extra mile', such as sharing information with specialists working with children with special educational needs and/or disabilities. The provider is also working closely with parents of two-year-olds and with health visitors to ensure that the setting's assessments are relevant and accurate. The setting's strong partnerships with speech and language therapists result in robust assessment of and tailored support for children's additional speech and language needs. Excellent relationships with local schools underpin successful transition arrangements and ensure children attending before and after school experience rewarding activities which fully complement their learning at school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY448265
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	887781
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	90



<b>Name of provider</b>	Jack In The Box (Bosbury) Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01531 640949

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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