

Jack In The Box Day Nursery

119 Manor Court Road, Nuneaton, Warwickshire CV11 5HQ



Inspection date	10 June 2019
Previous inspection date	6 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider, manager and staff have worked hard to improve the quality of the provision. The manager has supported staff well to successfully address the actions set at the last inspection to improve outcomes for children. She continues to reflect well on the quality of the provision to identify areas to develop further.
- Staff know children well and plan effectively to accommodate their individual interests and development needs. They make good use of their observations of children's achievements to plan for the next steps in their learning and help them to progress further.
- Staff provide children with an interesting range of activities that support their imaginative play well. Pre-school children experiment with different colours of paint. They mix them together to make new colours and create effects on different materials, such as bubble wrap and foil. They enjoy recreating familiar experiences in role play.
- All children make good progress in their learning based on their starting points. This includes children who speak English as an additional language and those with special educational needs and/or disabilities (SEND).
- Staff work successfully with healthcare professionals involved in supporting children's development to implement targeted plans for children with SEND. This helps to swiftly close any gaps in children's learning.
- Staff help children to develop their sense of responsibility. Children learn what is expected from them, such as looking after resources and helping to tidy up. They use their initiative and fetch the dustpan and brush to clean up debris from the floor.
- Staff working with toddlers do not make the best use of opportunities to challenge children's thinking and reasoning skills fully.
- Staff do not routinely seek contributions from all parents about children's achievements and interests at home.

What the setting needs to do to improve further

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

- increase opportunities for the children to develop their thinking skills and solve problems, to help them to achieve even higher
- extend the already good partnerships with parents, to include them even more fully in children's learning and support their continued development at home.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures and evidence of the suitability of staff working in the nursery.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector
Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff can readily identify signs that children may be at risk of harm. They know what action to take to report any concerns they may have. This includes concerns about a member of staff. Staff make good use of careful risk assessments to eliminate potential hazards to children and ensure the premises are secure. They maintain an accurate register of children's arrival and departure times. Leaders have implemented effective arrangements to monitor the quality of teaching. They support staff well and further discussion around professional development helps to increase their skills further. For example, recent training has helped staff working with toddlers and babies to strengthen their knowledge about the different ways that children learn. This has had a positive impact on how they organise the daily routine and plan for each child's learning. Staff liaise successfully with other settings that children also attend to exchange necessary information about children's care and learning.

Quality of teaching, learning and assessment is good

Staff support children's communication and language development skilfully. They closely monitor the language development of two-year-old children and those who speak English as an additional language. Staff identify where children need additional support and implement effective interventions. Older children confidently engage in conversation. They listen attentively to what others say and ask relevant questions. Staff plan an interesting range of activities that help children to gain good physical skills. Younger children enjoy energetic dance activities and older children use equipment such as turkey basters to move liquid into various containers. They squeeze hard with their hands to extract juice from citrus fruits.

Personal development, behaviour and welfare are good

Children develop good levels of self-reliance as they eagerly explore the stimulating learning environments. Many aspects of children's learning are self-directed. They are well motivated to play, explore and to make new discoveries. Staff are kind and welcoming. Children form close bonds with them and are excited to arrive at the setting, separating easily from their parents and carers. Staff support children's health well. Children benefit from many opportunities to be physically active in the well-equipped outdoor area. They enjoy nutritious meals and snacks. Staff skilfully help children to manage their feelings and behaviour.

Outcomes for children are good

Children are confident and well prepared with the skills that they need to be ready for starting school. They gain good social skills. Pre-school children play together harmoniously and younger children look to them for inspiration in their play. Children gain good levels of mathematical understanding. Pre-school children concentrate as they use a balance and describe how one end is lighter, and the other heavier. They explore what happens as they remove fruits from the balances. Children progress well with their writing skills. Toddlers enjoy making marks with brushes and water. They carefully pour water from a watering can and create interesting patterns on the floor.

Setting details

Unique reference number	EY433713
Local authority	Warwickshire
Inspection number	10085089
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	0 - 4
Total number of places	75
Number of children on roll	65
Name of registered person	Jack In The Box Day Nursery (Nuneaton) Limited
Registered person unique reference number	RP903494
Date of previous inspection	6 July 2018
Telephone number	02476 383060

Jack In The Box Day Nursery registered in 2011 and is located in Nuneaton. The nursery opens Monday to Friday from 8am until 5.45pm, for 51 weeks of the year. The nursery employs 13 members of staff who work directly with the children. Of these, one holds a qualification at level 6, two at level 5 and seven are qualified at level 3. The nursery receives funding to provide free early years education to three- and four-year-old children.

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