

Inspection of Jack in the Box Preschool

Scout HQ, Clay Lane, Wendover, AYLESBURY, Buckinghamshire HP22 6NS

Inspection date: 3 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident at the pre-school. They are warmly greeted by friendly staff, who know them well and offer them good support as needed. Children have a positive attitude towards learning and are keen to explore. They show excitement and interest in the activities available to them, and clearly enjoy being physically active. For instance, inside they enjoy bouncing on the trampoline, and outside they balance on a low beam, and confidently negotiate climbing equipment.

Children freely choose what they want to play with and are seen to be engaged as they play imaginatively with the doll house and toy animals. Staff support children's speaking, concentration and literacy skills well. For example, in group times, children sit together and participate interactively with staff using puppets where they learn about sounds and letters. Children have many opportunities to develop their understanding of the world. For instance, they enjoy regular trips out in the community and help with enthusiasm as they plant and nurture the vegetables in the allotment. Overall, children behave well. They share well and show kindness to their peers. For example, older children take turns with younger children in having a ride around the garden in the pull-along truck.

What does the early years setting do well and what does it need to do better?

- Staff implement a curriculum that enhances children's knowledge and skills in all areas of learning. Children with special educational needs and/or disabilities are supported well. Staff ensure all children have their needs met and can access activities that support their interests. This helps to promote their ongoing learning. Furthermore, gaps in learning are quickly identified and planned for to help children make the progress they are capable of.
- Staff support children's communication and language development effectively. They engage purposefully with the children and support their thinking and speaking skills through conversations and questions. Staff understand the importance of developing children's love for reading and storytelling. They provide a wide range of books that are easily accessible for children, read to them and encourage children to recreate their own story.
- Children play well together and have clearly formed some good friendships. Staff support children's emotional development effectively. For instance, they praise children for their ideas and willingness to have a go at activities and tasks they are less confident in. This helps to support children's personal, social and emotional development, and active learning.
- Children are taught how to keep themselves safe. For example, they have recently had the opportunity to learn about basic first aid through a trainer brought into the pre-school. Staff remind children of rules accordingly, such as

walking inside instead of running. However, on occasion, staff do not always explain to children why this is needed, to help them develop a deeper understanding of the rules.

- Staff provide a purposeful learning environment for the children. Children have many opportunities during the session to make choices, which supports their independent learning. However, at times staff focus on routine tasks which takes children away from activities they are enjoying, such as taking children to wash their hands. This interrupts their learning. Additionally, staff are sometimes too quick to do things for the children rather than encouraging them to have a go for themselves.
- Partnerships with parents and carers are good. Parents comment positively about how the manager and staff are approachable, kind and caring to them and their children. Staff provide parents with regular updates on their children's learning, through electronic communication and face-to-face discussion. This helps parents to feel involved in their children's development and supports them in knowing how to promote their child's learning at home.
- Staff comment that they enjoy working at the pre-school. They feel that they are part of a family and say that the manager is supportive of their well-being. All staff comment that they have regular supervisions and training opportunities available to them, which helps them to advance their professional development.
- The special educational needs coordinator is confident in her role to support children. She recognises the importance of working with professionals to get support for children as needed. This helps support children and prepares them for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge and understanding of safeguarding. They follow effective risk assessments for activities and on visits to keep children safe. For example, on pool days they ensure that parent permission's is obtained for the children to play in the water. Additionally, they ensure that one staff member is sat always watching the children as the designated lifeguard. Children's health and well-being is further protected, as staff make sure children are protected from the sun by wearing appropriate sun protection and clothing. Staff know the signs and symptoms that may suggest a child is at risk of harm. In addition, they know and understand the procedures to follow if they have a concern about staff's conduct or a child's safety and well-being.

What does the setting need to do to improve?

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

- build on the good behaviour management strategies to help support children's

understanding of the rules and boundaries even further

- review the organisation of some activities and routines to ensure that children's problem-solving skills are supported and that they are not unnecessarily interrupted from the learning opportunities available.

Setting details

Unique reference number	140855
Local authority	Buckinghamshire
Inspection number	10299715
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	26
Name of registered person	Jack in the Box Pre-School Committee
Registered person unique reference number	RP902091
Telephone number	01296 696404
Date of previous inspection	29 January 2020

Information about this early years setting

Jack in the Box Preschool registered in 1994. It is located in Wendover, Buckinghamshire. It opens Monday to Friday, 8.30am until 3.30pm, during term time. The pre-school employs six staff. Of these, five staff hold appropriate early years qualifications at level 2 and above and one is a qualified teacher. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The manager explained the pre-school curriculum during a learning walk with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned small-group activity.
- Children spoke to the inspector about the activities they took part in.
- Parents shared their views of the setting with the inspector.

We carried out this inspection 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.

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