

Inspection of Jack in the box Nursery Norfolk LTD

Children's Centre, Manor Road, Long Stratton, Norfolk NR15 2XR

Inspection date: 21 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are sociable, happy and very relaxed in their environment. Staff are consistently attentive and respond swiftly and appropriately to children's holistic, individual needs. This means children build safe and secure attachments with the friendly and nurturing staff, and go to them for comfort or reassurance when needed.

Children's safety and well-being is highly regarded. Staff remind children that it is icy outside and to walk slowly down the grass hill to minimise the risk of any accidents. When the weekly fire alarm test takes place, staff ask children what they need to do when they hear this familiar sound. Children recall that they need to walk carefully to an adult. This effective and purposeful teaching from staff means children are learning how to keep themselves safe, both while at the setting and in different weather conditions.

Children develop their sense of humour while intentionally putting on pretend novelty glasses to make the staff members laugh. Staff giggle with genuine appreciation for their humour, which builds children's confidence and self-esteem. Staff are frequently good role models and remind children to be kind and share popular toys with their peers. Because of this, children are learning to accept the needs of others, and they willingly start taking turns with the glasses.

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

- Overall, teaching is meaningful. A clearly embedded curriculum means staff use the natural environment to extend and support children's knowledge. For example, on an outdoor bug hunt, children focus on discovering insects and consolidate their counting skills when counting the spider's legs. When children discover some ice, staff extend their critical thinking skills by encouraging them to place the ice in their hands. They learn that heat, such as warmth from their hands, melts ice back into water. This teaching motivates further learning effectively as children test their ideas, using warm water to melt ice and free the leaves trapped in it.
- The management team and staff demonstrate clearly how support for children with special educational needs and/or disabilities is highly effective. The management team and staff support parents with any referrals and put plans in place to help close any gaps in children's learning.
- Children develop a love of books, enhanced by a lending library that means they can enjoy books at home too. Staff bring stories to life by encouraging children to actively participate in the familiar stories being read to them. Children foster friendships as they often choose a favourite story and sit with their peers or an adult to look at it together.

- Children make significant progress in their speech and language development. Staff ask meaningful questions, both while reading thought-provoking books together and during children's play, to promote discussions. However, staff occasionally ask multiple questions at one time. As a result, children do not consistently have enough time to think of their preferred answer and respond, which would further support their speech and language development.
- Generally, children develop their understanding of good hygiene practice. They know to wash their hands before eating. Children develop independence while preparing snack themselves and pouring their own drinks at mealtimes. However, occasionally, staff will do things that children can achieve themselves. For example, they will help blow children's noses for them, which reduces opportunities for children to learn hygiene routines and practise new skills to ensure that they become increasingly independent in their self-care needs.
- When children are finding it difficult to share a popular toy and become upset, staff notice quickly and support them appropriately. Staff encourage the use of effective strategies, such as using sand timers, so children learn how to regulate their emotions and resolve peer disagreements themselves.
- The management team and staff have good relationships with local schools, which helps children to make seamless transitions to school. Parents are complimentary about the consistently high levels of care their children receive at the setting. They applaud the excellent, daily communication about their child's day and the progress their child has made. Many parents report significant progress in their child's confidence since attending.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how to build on the already good teaching of communication and language, for example, when asking children questions
- further support children to manage their self-care needs independently, ensuring that hygiene routines are carried out effectively.

Setting details

Unique reference number	2693728
Local authority	Norfolk
Inspection number	10367657
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	21
Number of children on roll	26
Name of registered person	Jack In The Box Nursery (Norfolk) Ltd
Registered person unique reference number	2693725
Telephone number	01508 499611
Date of previous inspection	Not applicable

Information about this early years setting

Jack in the box Nursery (Norfolk) LTD re-registered in 2022 and is one of two nurseries owned by the provider. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The nursery operates from 9am to 3pm, Monday to Friday, during school term times. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- The nursery manager and the inspector completed a tour of the nursery, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact that this has on the children's learning.
- The inspector and the manager carried out a joint observation of group activities and also discussed self-evaluation.
- The children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and also took account of their views.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and a selection of other records.

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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