

# Inspection of Jack In The Box Nursery

16 Rosina Street, Manchester, Lancashire M11 1HX

---

Inspection date: 5 April 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and thrive in the safe environment. They form secure relationships with their key person, which supports them to become confident and self-assured individuals. Babies have many opportunities to explore using their senses. For example, they mould and manipulate crushed cereal instead of sand, which minimises any risk.

Children's artwork which is annotated with their own comments, such as 'It is an eggplant', is displayed throughout the nursery. This helps to give children a secure sense of belonging. Staff have high expectations for all children, including those who speak English as an additional language. Communication booklets that include pictures and words in children's home languages are used very well. As a result, children are able to express themselves and communicate as they begin to learn new words in English.

Due to the impact of the COVID-19 pandemic, many babies and toddlers who started at the nursery were not vocalising. As a result, they have benefited from lots of opportunities to develop their communication and language. They now join in with songs, babble tunefully and use single words as they play. Children are acquiring lots of knowledge and skills in this vibrant nursery.

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

- Leaders and staff share a clear intent for the curriculum and this is implemented consistently throughout the nursery. Children's individual needs and interests are considered as staff plan and provide purposeful activities. This helps to securely develop children's learning and progress.
- Due to the impact of the pandemic, leaders and staff noticed that some pre-school children struggled with their fine-motor skills. As a result, they adapted the curriculum by offering a wide variety of activities to help children to develop their finger muscles. These activities help children to catch up, so they are ready for their next stage in learning.
- Staff assess children's communication and language well. For example, they have started to complete early language screening, which means they can identify any delays in timely manner. However, this new programme is not yet fully embedded.
- Staff celebrate the real moments in children's lives. For example, they have made links with the local church, that some children attend with their families. Staff also provide opportunities for children to learn about different cultures and experiences. This helps children to develop positive attitudes towards others and enables them to become valuable citizens.
- Children with special educational needs and/or disabilities are identified early.

Staff work closely with parents and other professionals. This helps children to make the best possible progress given their starting points.

- Staff manage children's behaviour well by instilling the nursery's 'golden rules' and encouraging good manners. This helps children to learn respect and consideration for others. Consequently, children are very well behaved and form good relationships with their peers.
- Children are encouraged to be independent, which helps to prepare them for their next stage of learning. For example, babies feed themselves at mealtimes, while pre-school are encouraged to serve their own meals. Children are building their skills securely and steadily as they progress through the nursery.
- The role of the key person is well embedded. Children have strong relationships with their key person, which encourage them to thrive emotionally and socially.
- Partnership with parents is strong. Staff greet their key children and parents at the door and a thorough handover takes place. Staff also use an online app to inform parents about their children's learning and activities they can try at home. This keeps parents up to date and also helps to extend their children's learning at home.
- The newly appointed manager and staff work well as a team. They are committed to developing their skills and benefit from the high levels of support from leaders. Staff have undertaken an abundance of training, so that children get the best care and education. However, the impact of this training is not yet fully embedded.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust procedures in place to monitor safeguarding. Staff are fully aware of the procedures to follow if they have any concerns. Leaders act promptly by referring concerns to the relevant agencies. As a result, children and their families get the support that they need.

Hygiene is given a high priority at the nursery. For example, children are encouraged to wash their hands before meals, after nappy changing or toileting. Children have many opportunities to learn about safety. For example, as they use knives to cut the cucumber for the African snails, they do this with care. They also remind each other of the rules about using knives. This shows that children are developing a good understanding of risks and consequences.

## What does the setting need to do to improve?

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

- embed knowledge from training to further support children's learning and development.

## Setting details

<b>Unique reference number</b>	2553895
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10221605
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Hazeledge Limited
<b>Registered person unique reference number</b>	2553894
<b>Telephone number</b>	0161 370 6465
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jack In The Box Nursery registered in 2019. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, 51 weeks a year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Highcock

## 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a fine motor activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022