



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Jack in The Box Playgroup  
High Cross Primary School  
High Cross Drive  
High Cross  
Newport  
NP10 9AB**

**Date of inspection: June 2011**

**by**

**Mary Dyas**

**for**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## About the setting

Jack in the Box Playgroup is an English-medium setting which serves the High Cross area of Newport in Gwent. It meets in a classroom within High Cross Primary School.

The setting serves an urban area. The children who attend are considered to come from neither advantaged nor disadvantaged backgrounds. All children have English as their home language and none speak Welsh at home. The nursery welcomes children with additional learning needs and these are well supported. Currently 8% of children have identified additional learning needs. At the time of the inspection there were 51 three and four year olds on roll all of whom were in receipt of funded educational provision from the Early Years Partnership.

The setting is open from 9.00am – 11.30am and from 12.30pm – 3.00pm during the school term and is registered for up to 25 children aged from 2 years and 3 months to 4 years. Younger children attend the setting in the mornings and the afternoon sessions are dedicated to three to four year olds. No children attend a nursery class elsewhere.

The setting was last inspected by the Care and Social Services Inspectorate in May 2010 and this is the first time it has been inspected by Estyn.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The quality and standards of educational provision are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

The setting is good because:

- All children are happy coming to the setting; they enjoy learning and make good progress
- Children are well behaved and understand the rules of the setting to keep them safe
- It provides a wide range of interesting and exciting activities which motivate children to learn; and
- Relationships between children and adults are warm and caring

### Prospects for improvement

The setting's prospects for improvement are good because:

- The setting leader and staff have a shared, positive attitude towards improvement
- There has been a consistent culture of informal self-evaluation and there is evidence that over time improvements have been identified and sustained

## Recommendations

The recommendations for improvement are to:

- Improve standards in Welsh language development
- Improve the quality of information parents receive about the activities which are offered to their children; and
- Continue to refine self evaluation to ensure all stakeholders are included in the process and that shared targets identify areas for improvement in provision and in standards of children's learning

### What happens next?

The setting will produce an action plan that shows how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

Most children show good levels of knowledge and understanding and concentrate and persevere on tasks. Most children are making good progress, are achieving well and have well developed literacy skills. Almost all have good listening skills and enjoy listening and contributing in circle time activities. Many choose to look at books independently and are eager to share their books with others. They hold their books appropriately, turn pages individually and talk about the characters in the story. All children are beginning to write and know the purpose of writing. Many make good efforts to write their name without support and most nursery aged children are making good progress with emergent writing when they make lists' for example about what they want to take on holiday. All children count confidently to at least 10 and almost all are beginning to recognise number symbols. A few older children are able to count objects accurately to 20 and by rote to 29. All children enjoy creative activities where they mix paints and use materials such as paper and junk materials in their creations. All children use are developing their understanding of information and control technology as they use toys such as cash tills, mobile phones and cameras in their play and use computer programs to write and to move objects on a screen.

Children's progress in Welsh is adequate. While they respond appropriately to the use of Welsh during circle time and when questioned by an adult, they are not yet able to use Welsh spontaneously in their play.

**Wellbeing: Good**

All children enter the setting happily, are welcomed by their friends and settle immediately into activities. Relationships between children are strong; they know one another well and most treat one another with affection and respect. Behaviour is good. Most children work well with others and understand the need to share and to take turns. All children enjoy their healthy snacks and meals and most are able to explain why it is important to wash their hands before meals or after using the toilet. Many make sensible suggestions when asked how they should carry out an activity.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The nursery provides children with a wide range of interesting and stimulating activities. Planning is done collaboratively and includes children's ideas. It is flexible and provides for continuity in children's learning. There is good provision to develop children's communication, numeracy and information technology skills and the curriculum meets the Foundation Phase learning outcomes. Good use is made of the outdoor area to extend the children's learning experiences.

Practitioners all use Welsh words incidentally throughout the sessions. Children count in Welsh regularly and many know colours in Welsh when asked. All children celebrate and learn about Welsh culture and traditions when they celebrate St David's Day. All children are beginning to learn about sustainability and global citizenship as they take part in recycling plastic and paper which they sort into different containers. They also know that the waste from their fruit snacks is given to a local horse owner to feed to her horse.

**Teaching: Good**

All practitioners demonstrate an understanding of the requirements of the Foundation Phase and support the children well in their learning using good questioning skills. There is an appropriate balance of child-selected and adult-led activities and adult support is well directed at developing children's thinking skills and at developing their language. Resources are well used to support the teaching and learning. Practitioners are very concerned about the welfare of the children and provide a warm and caring environment which enables children to thrive and to make good all round progress.

Practitioners make useful and evaluative observations of children's learning and achievements during the sessions. Children's progress and wellbeing are tracked across all areas of learning and are noted in their individual summative profiles each term. The final summary provides a report to parents when their children leave the setting. Parents have an opportunity to visit the setting to view their child's work in the spring of the child's nursery year and keyworkers share helpful targets in language and maths with them to help their children improve.

### **Care, support and guidance: Good**

Good procedures are in place to ensure children's health and wellbeing and these contribute well to the children's overall development. Children, and their parents or carers, say they feel safe in the setting. A good range of policies to ensure the children are safe is in place and appropriate risk assessments have been carried out. Good attention is given to healthy eating and children enjoy a healthy snack every day. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

Induction into the group is effective in ensuring that children settle happily and is dependent on the individual needs of each child. Good links exist with the nursery class in the school to promote a smooth transition to the children's next setting and staff from other settings are invited to come to visit the small number of children who move there.

Good arrangements are in place to support children with additional learning needs and the setting works collaboratively with key agencies to support such children.

The setting has an appropriate policy and has procedures for safeguarding. Staff are aware of their responsibilities.

### **Learning environment: Good**

Jack in the Box Nursery is an inclusive community where all children have equal access to all areas of the settings provision. A particularly strong feature of the setting is the very positive ethos where staff and children are valued and respected. Behaviour is good and few examples of inappropriate behaviour were seen during the inspection. Most children share well and take an interest in each other. All children have equal access to all areas of provision. The physical environment is appropriate for physical disabilities and would enable full participation in all activities.

The setting employs sufficient appropriately qualified practitioners to deliver the Foundation Phase curriculum. Practitioners work together as a strong team to create a stimulating learning environment and make effective use of the good range of available resources. They guide and support the children in their chosen activities and use questioning well to develop children's language. There is a supply of resources supports the teaching and learning and these are readily accessible to the children.

The accommodation is in good decorative order. The setting has benefitted from the skills of a parent who has painted the waiting area with attractive murals. The classrooms is brightly decorated with recent examples of children's work and interesting activities both indoors and outside encourage children's involvement.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Good**

The setting is one of two registered providers owned by the proprietor who works in the setting for a few sessions each week and is fully aware of its requirements. There are usually two supervisors but one has recently been away on long term sick leave and the remaining supervisor has taken the lead in the day to day running of the nursery. The team is very close and all practitioners work extremely well together towards successful delivery of the Foundation Phase. They are constantly striving to give the children the best experiences they can and, therefore, are keen to ensure that they themselves are doing their best. A system of annual appraisals is in place to support and improve staff.

Practitioners respond positively to relevant national and local priorities. They are fully involved in training and developments connected with the Foundation Phase.

**Improving quality: Good**

Practitioners are strong in their informal self-evaluation but formal self evaluation in the setting is still in its early stages. There is, however, a positive culture of informal reflection on practice. The recently produced self-evaluation document is a useful one which identifies many of the setting's strengths and appropriate targets for improvement. Evaluation of improvements in terms of children's progress is still at an early stage of development.

The supervisor has established good links with other registered providers in the area and has attended meetings to share ideas and good practice. The setting obtained the Wales Preschool Providers Association Quality Award in April 2010.

**Partnership working: Good**

Parents have good opportunities to speak to the staff who are always happy to discuss their children's achievements and wellbeing. Parents are kept well informed of their child's progress.

Very good links exist between the setting and the primary school. The headteacher of the school has been very supportive of the setting in its development. Close links also exist with the reception teacher and overall such arrangements are very beneficial and also ease the transfer of children to the next stage of their education. The Local Authority advisory teacher has also provided valuable advice and the leader and staff recognise her contribution. Advice has been accepted and well used. There are also beneficial links with specialist help, such as to support children with ALN.



**Resource management: Good**

The setting has a good range of up-to-date resources which contribute effectively to children's learning. Good use has been made of the available space outdoors to provide a range of interesting learning experiences for the children. The supervisor deploys staff on a daily basis appropriately and makes positive use of their individual strengths.

The proprietor has an appropriate understanding of the budget and the setting provides good value for money.

## Appendix 1

### Responses to parent questionnaires

24 questionnaires were returned.

Most parents and carers are positive about the playgroup and agree that:

- they are satisfied with the setting
- their child likes the setting
- their child is making good progress
- their child is encouraged to be healthy
- their child is safe in the setting

Almost all parents and carers say :

- teaching is good
- their child is treated fairly and with respect
- the setting is well run
- they are confident about approaching the setting with questions, suggestions or problems
- their child is well prepared for moving on to school

A minority feel that they are not kept sufficiently well informed about their child's progress and a very few are not satisfied with the setting's management of additional learning needs.

### Responses to discussions with children

All children know the staff well and understand they can go to any of them for comfort, help or guidance as required. Nearly all have begun to establish simple friendships and co-operate well in group activities such as playing together outdoors in the role play boat.

## Appendix 2

### The reporting inspector

Mary Dyas	Reporting Inspector
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### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

If available, the data report can be found on our website alongside this report