

Inspection of Jack in the Box at Rickmansworth

St. Marys C Of E Primary School, Stockers Farm Road, Rickmansworth WD3 1NY

Inspection date: 3 December 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are very happy at this unique and exquisite setting. They separate very well from their parents and quickly become engrossed in meaningful and stimulating activities. Staff and leaders create a very dynamic environment while carefully considering children's needs, abilities, background and interests. They continuously encourage children to make informed decisions about what they would like to do and explore next, guiding and supporting them with kindness and empathy.

Staff and leaders are incredibly warm and nurturing and have very high expectations of children. In return, children behave exceptionally well and confidently understand the setting's routines and boundaries. For example, when children hear the tambourine, they promptly help with the tidy-up duties while singing along to a specific song. In addition, at snack time, staff encourage children to make their own healthy choices and pour their own drink to support their independence. As a result, children feel empowered and have a positive attitude to learning.

Staff value children's achievements and continuously praise them for their efforts. They proudly display children's work around the setting and implement creative systems, such as 'star of the week', to celebrate children's accomplishments. This helps children feel involved and appreciated during their time at this setting, which contributes positively towards developing their emotional resilience.

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

- Leaders have created an ambitious and well-sequenced curriculum that provides children with rich experiences to consolidate and develop their knowledge and skills. Staff and leaders have a very clear vision of what they want children to learn. They carefully consider children's next steps and interests when planning a wide array of inspirational activities. Children with special educational needs and/or disabilities are supported through well-thought-out and carefully adapted activities. As a result, they settle quickly and make rapid progress in their learning.
- Staff are exemplary role models to all children. They take the time to get to know all children through detailed and focused meetings with the parents. Staff consistently complete observations, progress assessments and next steps in children's learning that are shared with the parents. They also share home-learning packs with parents to provide a well-rounded approach to learning and ensure continuity of care and education.
- Children benefit from a language-abundant environment. Staff continuously promote new and ambitious words, such as 'squish', 'rolling' and 'sticky', while

offering children time to process, understand and securely embed the new vocabulary. This promotes communication and language to very high levels.

- Staff create fantastic opportunities for children to develop their role-play and fine motor skills. Children carefully listen to staff's instructions to mould the play dough in their hands and use various cutters to create new structures. They then enhance their creations with toy ducks and natural resources. Supportive staff prompt children to count in sequence to check how many ducks they can add to their play. This further develops children's numeracy skills and problem-solving skills. Staff also encourage children to explore books with ducks to consolidate their learning and promote effective early reading skills. Children smile with enthusiasm when they look through the windows to spot birds in the sky.
- Staff create meaningful opportunities for children to stay healthy and embrace a healthy lifestyle. In the garden, children giggle with joy when jumping on the trampoline or operating the swing, while they follow the rules with confidence. This supports children's balance and coordination. Children are also fascinated to investigate how balls move through pipes to reach a large ball pit, further developing their critical thinking and cognitive development. Children count the balls and successfully identify the colour with support from knowledgeable staff, enhancing their mathematical skills.
- Leadership is inspirational. They create a supportive and positive culture across the setting, placing a high emphasis on staff's well-being and their professional development. Leaders are reflective and ambitious and strive to provide children with the best start to their early education. Their clear vision is embraced by all staff with dedication and commitment. Staff benefit from robust and consistent training opportunities and receive focused supervision sessions and appraisals.
- Partnerships with parents are exceptional. They feel included and involved in their children's learning and appreciate the rapid progress their children make. Parents value the effective communication and the approachable and supportive nature of all staff and leaders.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2694268
Local authority	Hertfordshire
Inspection number	10363595
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 4
Total number of places	30
Number of children on roll	20
Name of registered person	Jack in the Box Nursery Limited
Registered person unique reference number	2694266
Telephone number	07757280616
Date of previous inspection	Not applicable

Information about this early years setting

Jack in the Box at Rickmansworth registered in 2022. The setting employs eight members of staff. Of these, six hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time only, from 8.15am until 4pm. The setting provides funded early education for all eligible children.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- The inspector discussed with the manager how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- Children spoke with the inspector about the activities they were doing.
- The inspector carried out a joint observation with the manager.
- Parents spoke about the setting to the inspector, who took account of their views.
- The inspector held a meeting with the manager and nominated individual. She looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024