

Inspection of The House that Jack Built Day Nursery

12 Chestnut Lane, Hazlemere, High Wycombe HP15 7BZ

Inspection date: 4 March 2025

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 arrive excited for their day at this welcoming setting. They happily chatter to staff as they confidently separate from their parents. Staff have positive relationships with children and know them well. Children show that they feel safe and secure, this includes children with special educational needs and/or disabilities (SEND).

Staff have high expectations for children. They are good role models and encourage children to use good manners. As a result, children behave well. They know the routine and what is expected of them. Staff encourage children to share and take turns. For example, while washing ride in cars in the garden, children share brushes as they concentrate on using the soapy water to clean the cars. If conflicts arise, staff successfully use distraction techniques and work with children to help them find a solution.

Children are encouraged to take control of their learning by making choices as to what they would like to do. In addition, older children benefit from planned activities to support their development and prepare for their next stage in learning, such as their move to school. For example, they listen and follow instructions while completing a creative activity. They patiently wait for their turn when they need support with using scissors and proudly show adults their achievements.

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

- Leaders and managers have planned a curriculum that supports children in all areas of learning. They use information gathered from parents to help children progress from their starting points. Staff complete regular observations and assessments of children to help them plan what children need to learn next. As a result, all children make good progress.
- Support for children with SEND is a strength of the nursery. Dedicated staff work successfully in partnership with parents and other agencies, such as speech and language therapists. Staff attend training to further their knowledge of ways to support children with SEND and develop strategies to further their development.
- Overall, support for communication and language is good. Staff plan group times to support children to listen to their friends and to take turns talking. Staff ask children questions to extend their learning. They use a range of different techniques such as picture cards and simple signing. However, at times, staff do not give children the time they need to think and respond to the questions they ask. At these times children's language skills are not fully supported.
- Children's physical development is supported well. Staff provide children with regular time outdoors. Older children show how they can climb and balance. Younger children are supported well as they develop early walking skills and

navigate the space. They enjoy the encouragement and praise they receive from staff as they take a few steps.

- Staff plan activities to build on what children already know and can do. They plan sensory activities for younger children to explore. Older children learn about the world around them and through activities learn about other cultures. However, on occasions, staff do not extend children's learning even further. For example, at times, staff solve practical problems for children without encouraging them to think critically themselves.
- Staff encourage children to be independent. Children pour their own drinks at mealtimes and older children self-serve their lunch. When going outside, they are supported by staff to independently put on their own coats and hats. After snack time, older children help to clear away. Staff sing to children to encourage them to tidy away after themselves.
- Staff support children to develop a love of reading. Children listen intently to stories read by staff. They look at books of their choosing independently or with their friends. Staff plan activities to support children's early writing skills. For example, older children use pencils to create drawings and younger children are keen to show adults the marks they make with chalks.
- Parents describe staff as welcoming and friendly. They appreciate the support they receive and workshops providing them with information on funding and school readiness. Staff provide regular feedback and updates to parents about their child's development and progress. As a result, parent partnerships are strong.

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:

- give children time to think and respond when engaging in conversations to help extend their communication skills further
- develop teaching skills even further to ensure all staff consistently identify opportunities to extend and challenge children's thinking skills to fully enhance their learning

Setting details

Unique reference number	2818333
Local authority	Buckinghamshire
Inspection number	10390319
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	25
Number of children on roll	19
Name of registered person	THTJB Limited
Registered person unique reference number	2818331
Telephone number	01494 713425
Date of previous inspection	Not applicable

Information about this early years setting

The House That Jack Built Day Nursery registered in 2024. It is located in Hazelmere, High Wycombe, Buckinghamshire. The nursery is open from 7.30am to 6.00pm on Monday to Friday throughout the year. The provider receives funding to provide free early education for children aged two-, three-, and four years. The provider employs seven staff. Of these, five hold recognised childcare qualifications at level 3.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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