



Jungle Cats Nursery

Inspection report for early years provision

Unique Reference Number	EY291806
Inspection date	28 September 2005
Inspector	Janette Elaina Langford
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Registered person	South East Essex College
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jungle Cats Nursery is run by South East Essex College. It opened in 2004 and operates from 4 play rooms in a purpose-built facility within the college. The nursery offers places for children of staff and students at the college and the HSBC Bank. A maximum of 35 children may attend the nursery at any one time. The group opens 5 days a week all year round. Sessions are from 08.00 until 18.00.

There are currently 46 children, from 3 months to under 5, years on roll. Of these, 12

children receive funding for nursery education. Children come from a wide catchment area. There are no children currently attending who have special needs, however, the nursery supports a small number of children who speak English as an additional language.

The nursery employs 16 staff. 15 of the staff, including the manager, hold appropriate early years qualifications. 4 members of staff are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well taken care of if they have an accident or become ill and staff ensure they are comfortable and cared for sensitively. Staff are trained in first aid and have appropriate permissions and records in place regarding the administration of medication to children. Although staff promote children's health by recognising and reducing most possible risks, not all staff remind children to cover their mouths or noses when coughing or sneezing. In other situations children are helped to recognise the importance of keeping healthy and some of those things which contribute to this such as hand washing and cleaning teeth.

Babies individual care needs are provided for appropriately, however, on some occasions where intimate care is required, older children's dignity and cleanliness is not dealt with appropriately according to the nursery policy.

Children are provided with a balanced diet including fresh fruit and vegetables. The setting takes a range of positive actions to encourage healthy eating and children are helped to enjoy food. Children pour their own drinks, can choose when to have a drink and begin to recognise when they are thirsty.

Children take part in regular physical play and they make good progress in their development because staff provide plenty of opportunities through well-planned indoor and outdoor activities. This helps children to develop the confidence to enjoy moving with control and using their bodies in various ways, for example, climbing on the frame or pedalling a bicycle. Children manipulate different soft materials such as play dough and use equipment, such as small gardening tools, to help refine their hand eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe because providers have a good awareness of security. The nursery is located past a busy reception area with electronic barriers. The nursery is purpose-built and areas are organised well. Staff are vigilant and children can explore and take risks whilst being appropriately supervised.

Children have access to equipment which is clean, in a good state of repair and regularly checked for safety. There are procedures in place to provide any extra equipment that might be needed by a child.

Effective safety procedures are followed so that children are protected on outings. Staff take their 'excursions bag' which is already packed with a first aid kit, baby wipes, spare clothes, phone, contact numbers and emergency treatment permission. Staff complete a form, before they go out, to prompt them. Staff remind children of road safety and they begin to learn ways in which they can help keep themselves safe.

Safety of children is always a priority and this is reflected in the child-protection policy. Staff are aware of their responsibilities, and contact numbers for social services are available. The setting is guided by the procedures set out in the book produced by the local Safe-Guarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children are increasing their vocabulary because the staff frequently encourage them to use new words. They are beginning to link sounds and letters, and more able children can accurately say the letters in their names. Children demonstrate that they understand the importance of mark making by marking their work and recognising their own names.

Daily routines and activities skilfully aid mathematical development, for example, children count how many steps to the garden. Children are learning the sequence of numbers and the importance of counting objects and beginning to understand numbers as labels.

Children begin to understand some aspects of living things, for instance by caring for plants. They learn to make connections between different parts of their lives through regular trips into town.

Children begin to express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative-play and role play. They enjoy listening to, and joining in with, a variety of songs and explore a range of musical instruments.

Teaching and learning are good. Staff demonstrate their knowledge of how children learn by incorporating many aspects of learning into activities. They carefully plan activities, both inside and out, which take into account all the early learning goals and help children to progress confidently through the stepping stones, for example, when children use the garden they are encouraged to count, to use the large equipment and to tend their plants. Staff extend their vocabulary and ask them questions to make them think and listen to their answers. Children are frequently challenged in their activities because the staff know the children's individual learning needs. Observations are made regularly and transferred to developmental records so staff can track children's progress and ensure they are aware of the next steps.

Babies are beginning to find their voice, listen and respond to others and make connections through well-planned play activities using the 'Birth to Three Matters' framework. The children aged 2 to 3 years are developing their skills through play activities. Staff plan using the regular observations as a guide to what children can already do and what they need to know next.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Activities such as looking at different festivals help children to develop an understanding of personal, cultural and religious needs. Staff encourage children to respect and learn about each other. Use of information from parents help children to feel comfortable with themselves and learn in familiar ways about their families and how other people live.

Children have clear boundaries which they understand because staff remind them of simple rules and explain some of the consequences. Staff encourage empathy with others and children are learning consideration. Children are encouraged to have some responsibilities and are given frequent praise and compliments for their behaviour.

Children benefit because the setting has a good partnership with parents and carers, for example, parents can influence how their children are cared for and what they learn because they can share their child's interests and achievements. Good information for parents helps them understand more about their children and how to meet their needs.

Organisation

The organisation is good.

Leadership and management are good. The nursery has a clear management structure and all senior members of staff have defined roles and responsibilities. New staff receive support and a written induction policy, and all staff receive appraisal meetings to discuss strengths, weaknesses and training needs. Managers give clear directions leading to improvements and motivate staff to provide good care and education for children.

The needs of the children attending are met. Effective staffing levels result in a good standard of care and the key worker system is effective. This promotes consistency and the small groups enable staff to build good relationships and get to know individual children well, helping them to feel secure and confident.

Records are clear, up-to-date, easily accessible and stored securely. They are used well to support the care of the children and to comply with regulations. Staff observe children's development and share the records with parents which helps children to be cared for safely and to progress well.

Improvements since the last inspection

Children are safer because the setting has improved the risk assessment procedures and carry them out regularly. Cleaning and sterilising routines have been improved to ensure that children are cared for in a healthy environment. Parents are asked to sign the medication book to ensure they know that medication has been administered correctly and their children's health needs are met.

Complaints since the last inspection

Concerns were raised about the behaviour of a member of staff. The concerns related to National Standard 11: Behaviour. Ofsted asked the provision to carry out an internal investigation and report it's finding back to Ofsted. As a result one action was set under standard 11: To implement the training plan and monitor the management of behaviour. Ensure that all adults caring for children are able to manage a wide range of children's behaviour in a way which promotes their welfare and development. This was addressed and the provider remains qualified for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review practice regarding children's intimate care to ensure it meets their health needs and maintains their dignity.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- encourage children to learn more about personal hygiene and how they can prevent the spread of infection;(this relates to children covering their mouth and nose when coughing and sneezing).

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