

The Jungle Hut Pre-School

Inspection report for early years provision

Unique reference number	141105
Inspection date	17/06/2009
Inspector	Eira Gill
Setting address	St. Gregory's C of E Primary School, New Street, Marnhull, Sturminster Newton, Dorset, DT10 1PZ
Telephone number	01258 820634
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Jungle Hut Pre-School is a committee run setting based in its own premises in the grounds of St Gregory's C of E Primary School in Marnhull, near Sturminster Newton in Dorset. The setting has close links with the host school but does not have disabled access.

The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It caters for children from two to five years. A maximum of 18 children may attend the setting at any one time. There are currently 31 children on roll, of whom 27 are funded. The setting supports children with learning difficulties and/or disabilities.

The setting is open five days a week, from 08.30 until 15.30, during term time only. Children who stay all day may bring a packed lunch. The accommodation consists of three playrooms, cloakrooms, kitchen and an office area. There is an enclosed outside play area and the setting also benefits from being able to use the school grounds for physical activities.

There are four members of staff including the manager. The manager has a National Vocational Qualification (NVQ) at level 4, one assistant has level 3 and two others have level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. There are effective partnerships with parents, the host school and other settings the children attend. An inclusive and welcoming service is provided and meets the needs of all children. Effective systems, particularly self-evaluation, ensure that the children enjoy a wide range of imaginative, self-selecting activities and make good progress. All staff ensure that the children are very safe and secure at all times. A good commitment to improvement is evident and the capacity to improve is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure assistants are given more opportunity to be involved in planning
- provide more opportunities for children to write and to be involved in number work in the outside learning area

To fully meet the specific requirements of the EYFS, the registered person must:

- keep up to date records of all unique reference numbers of CRB disclosures obtained, and the dates they were obtained (Documentation)

18/06/2009

The leadership and management of the early years provision

Leadership and management are good. Policies are easily accessible, are available to parents and have recently been reviewed. The manager has completed the formal self-evaluation document effectively and this is available for all parents to view. Parents are encouraged to browse through the evaluation file and to make appropriate suggestions or comments. Self-evaluation is good and has helped staff to identify further areas for improvement. Ongoing discussions about how to organise the different systems in place have resulted in all points for improvement identified in the last inspection being resolved. The early systems introduced last September for planning for the Early Years Foundation Stage have been reviewed by staff and improved upon. Although planning is thorough, it is mainly organised by the manager. The manager agrees it would benefit all staff to be included in the planning of activities they will be leading. Assessment is very effective and ensures that all children make good progress. Their next steps in learning are identified in their progress records. The manager and staff support and promote inclusive practice.

Links with parents are good. Parents are very happy and say, for example, 'My third child is here now and I specifically like the closeness of the environment'; 'I have never had a problem.'; 'It's small and friendly'; and 'There is so much variety for children, they don't get bored.' Staff ensure that childminders as well as parents are very involved with the experiences of their children and all parents and carers are encouraged to come into the setting in the mornings and talk to key workers.

Links with the school on site are good and benefit the children well. In the term before they start school, the children visit the school and school staff visit the setting. Good links are also in place with other settings the children attend and this ensures children make good progress. The manager has passed on information to other managers about termly and weekly planning, and key workers from other settings have visited.

The children are well protected by very sound safeguarding procedures. Effective systems are in place to ensure the security of all the children. However, the record of Criminal Records Bureau (CRB) disclosures is not quite complete although all staff have been assessed as suitable people.

The quality and standards of the early years provision

The setting is an exciting and safe place for children of all ages and their welfare is promoted well. Children in all groups are treated equally and given the same opportunities. The manager views outdoor learning as equally important as indoor learning and plans experiences that totally reflect the children's needs and interests. The children are able to explore and test their physical abilities in a safe environment that gives them security to take risks and accept challenges. For example, recently purchased pieces of guttering have given the children hours of

interest and pleasure experimenting with the different ways they can pour water down the guttering. They use different sizes of containers to carry water around and mix it with sand. They find out how the seeds they planted become radishes, tomatoes and peas which they enjoy eating. Children make rapid progress in their knowledge and understanding of the world, their creative and physical development. This good progress will contribute to their future economic well-being.

Several children painted a house that the manager had constructed out of cardboard and strong tape. They used big brushes to paint the whole structure and, at the same time, learned how to cooperate and help one another, thus growing quickly in their personal and social development. All the children enjoyed the spontaneity of this activity and showed each other their messy fingers with delight. There are also quiet spaces where children can snuggle inside blankets to relax and have a rest. They are happy to share resources and equipment and their behaviour is outstanding.

Children select their own equipment. They are happy to help pack things away and contribute to their own community. They chat to each other inside the small plastic kitchen and pretend to talk to their mothers on the telephone. They use all their senses in a creative and imaginative way although, outside, there are fewer opportunities available for the children to move forward in their knowledge of letters and sounds or number. The indoor learning environment is compact and there is not the same amount of room as there is outside. Nevertheless, space is used wisely and staff ensure that the children are given plenty of opportunity to develop their own interests. Several want to play quietly with stickle bricks or with the toy cars on the roadmap.

Children are used to the routine of the 'café' being opened for snack time and wait their turn patiently. They have continual access to clean drinking water and are provided with a healthy selection of fruit and milk. They remember to wash their hands before eating and help to wash up their cups before going out to play again. Similarly, at lunchtime, the staff ensure it is as close as possible to a family occasion when all children who stay for lunch sit together and chat to each other and the assistant about their day.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met