

The Jungle Day Nursery

Foxwood Road, CHESTERFIELD, Derbyshire, S41 9RF

Inspection date

19/02/2013

Previous inspection date

27/07/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have developed their practice extremely well. They constantly observe children in their play, clearly identifying the next steps in their learning and plan highly effective activities. As a result, all children make rapid progress in their learning and development.
- Children experience a wide variety of rich learning experiences as staff plan and deliver a highly focused curriculum taking account of individual children's learning needs, their family and the knowledge they have built of the children through robust observations.
- Staff are highly attentive and sensitive to children's needs and requests, helping children to form strong attachments to their peers and the adults caring for them.
- Very secure premises ensure children are kept safe and through good, positive role modelling by staff, children are developing very effective independent skills, good manners and are well behaved.
- Management and staff fully reflect on their practice and through a detailed and robust self-evaluation process they lead the drive to continuously improve quality for all who use the setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children involved in activities throughout the provision.
- The inspector spoke with staff, children and parents during the inspection and carried out observations of staff practice.
- The inspector looked at children's records and a selection of the required documentation.

Inspector

Karen Byfleet

Full Report

Information about the setting

The Jungle Day Nursery was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises in the Chesterfield area of Derbyshire and is managed by an experienced manager and a qualified owner. The nursery serves the local area and is accessible to all children. It operates from three main play areas and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. In addition one staff member holds a level 6 and the owner

is a qualified teacher. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery also operates during weekends where there is demand. There are currently 60 children on roll, all of whom are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- build on the already high quality practice with regard to children's termly progress reports, by being more sharply focussed on how parents can further support their child's achievements.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Detailed information is gathered from parents when children start attending, which provides staff with a clear baseline for children's learning. Staff make their own initial observations and assessments, which enable them to identify children's individual learning needs and interests. Staff have extensive knowledge and understanding of the Early Years Foundation Stage. They regularly share their experiences and skills, which ensures consistency for children throughout the provision. Children's progress and development is observed and monitored extremely well with development records updated regularly and children's individual next steps fully included in the planning of further activities. As a result, activities are precisely matched to their needs and they make rapid progress in their learning and development. This also ensures that children gain an excellent range of skills in readiness for school. Progress checks at age two are completed by key persons using the information gained through the detailed observations made of children's learning. Through well-planned, purposeful activities and the engagement of staff in children's play, children's communication skills, vocabulary and language are developing at a high rate. Children enjoy looking at books and listening to stories with staff. Early writing skills are encouraged. For example, babies and toddlers have many opportunities to practise these. Activities such as sand play, play dough and shaving foam enable them to use a variety of tools for making marks. Staff constantly talk to and converse with the babies and toddlers in their activities. They positively engage and encourage them to verbally express their feelings, such as smiling and squealing with delight, when they experience the different textures of the sand and foam.

All children have daily opportunities for outside play. Each room have their own access to

the large, enclosed outdoor play area and children are able to freely choose between indoor or outdoor play. Portable fencing enables staff to section off areas, which helps keep children safe within their own play space whilst still being able to socialise with other children when outdoors. An extensive range of suitable climbing and balancing equipment, ball games and space to run around enables children to develop their physical skills well. Children use a wide variety of tools with confidence and ease. They use appropriate cutlery to eat their meals, and scissors, wooden spoons, rollers, pots and pans as they participate in an extensive range of activities, such as baking, craft activities and role play.

Children's use and understanding of mathematics is developing extremely well. They are highly confident and capable in their use of number names, counting, sorting and matching. They enjoy sharing what they can do with adults. For example, toddlers confidently sit with staff counting out cotton reels, sorting and matching the colours. Older children use their mathematical skills and imagination as they work co-operatively to build a garage with different sized wooden bricks. They discuss how they are going to build the garage and work out together that the larger bricks need to be at the bottom to prevent it falling over. Children's awareness and understanding of the wider world is promoted very well. They have access to a variety of dressing-up clothes of various cultures and books which promote positive images. Through role play they act out familiar scenarios and experiences, such as cafes, restaurants, travel agents and vets. Trips and outings to various parks and animal farms enable children to whole-heartedly experience the local community.

Partnerships with parents are highly effective. Staff exchange daily information and use communication diaries for the younger children to ensure parents are informed of sleep times, food intakes and nappy changes. Staff produce high quality, termly progress reports for parents, which show children's excellent progress in their learning and development through the seven areas of learning and towards the early learning goals. These reports also provide information about what the key person has identified as the next steps in children's learning, which they will be working on the following term. However, there is scope to further extend the already excellent information contained in the report, to focus parents more precisely on how they can support their child's high achievements to ensure that their excellent progress is maintained and built on even further.

The contribution of the early years provision to the well-being of children

Throughout the provision children are extremely happy and very well settled. They are highly confident as they engage in conversations and welcome visitors, including children that are on visits to the provision. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting very secure emotional attachments. The environment is rich in age-appropriate toys, games and resources which are easily accessible to children to promote their learning, and includes access to the outdoor play area. Safety within the provision is highly monitored. Children are unable to leave unattended and the secure entrance prevents people entering without the knowledge of the manager or staff. Regular emergency evacuation is practised with

the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe.

Children's health and well-being is promoted extremely well. They are provided with healthy balanced foods for lunches and snacks. Food is cooked in the adjacent play centre by qualified cooks and before being served to the children it is probed to ensure it is at the correct temperature. Meal times are very social occasions as children and staff sit together in the designated dining area. Older children show high levels of independence as they serve themselves and clear away their own plates. All children know and follow robust hygiene procedures with no prompting from staff. They know to wash their hands before eating and after using the bathroom. This demonstrates an excellent awareness and understanding of their own needs and personal hygiene.

Children are very well prepared for the next steps in their learning. They are fully supported in transitions within the setting. The bathroom connects the toddler room and pre-school so children are able to move freely between the areas, which helps the toddlers with their transitions as they are familiar with the pre-school room and the staff. All babies and children have planned visits as they move to their next area. These visits are very well co-ordinated by the key persons in each area. They spend time with the children to build up the visits to ensure their transitions are smooth and that attachments with the child's new key person can be made.

The effectiveness of the leadership and management of the early years provision

Comprehensive policies and procedures to promote children's health, safety and welfare are in place and are effectively implemented. For example, all accidents and incidents are logged effectively by staff as they occur. The manager risk assesses these on a monthly basis to assess their regularity and takes action if necessary, to minimise further, similar incidents. Staff have attended safeguarding training and are very secure in their knowledge of child protection. All staff are aware of the Local Safeguarding Children Board and of the provision's procedures. The manager is the designated safeguarding officer for the provision and has a very clear understanding of her role. The implementation of robust risk assessments, which are regularly monitored and updated, further assure children's safety.

Management are highly involved in the practices of the provision. They take great interest in the Early Years Foundation Stage and how staff are implementing it through their regular, focussed monitoring of staff practice. Appraisals are held for all staff every six months and the observations made by management of staff performance clearly focus on their professional development to ensure they are able to maintain and improve their already excellent knowledge and practice.

Leadership constantly pursue excellence within all areas of the provision. They are inspirational to staff as they drive further improvements and achievements to maintain their high levels of practice. All staff are included in the self-evaluation process of the provision. Parents are regularly asked for their opinions and ideas through parental

questionnaires and any concerns or ideas are quickly acted upon, ensuring parents' views are valued and appreciated. Children are listened to and their ideas for further resources or activities they wish to undertake, are also acted upon. Management and staff have built up highly successful and professional partnerships with other providers where children attend to ensure consistency in their care and well-being. Partnerships with other professionals are also highly effective. Children are very well supported by the excellent partnerships that have been formed with the local children's centre. This ensures appropriate support can be implemented, ensuring children's individual needs are exceptionally well met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY407717
Local authority	Derbyshire
Inspection number	900274
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	108
Number of children on roll	60
Name of provider	The Jungle Day Nursery Limited
Date of previous inspection	27/07/2010
Telephone number	07949588605

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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