

The Jungle Hut Pre School

St. Gregorys C of E Primary School, New Street, Marnhull, Sturminster Newton, Dorset, DT10 1PZ

Inspection date	06/03/2013
Previous inspection date	17/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel secure and settle well at the pre-school due to the effective key person arrangements. Staff established strong links with other settings which children also attend and with parents helping to promote consistency for the children.
- Children benefit from many opportunities to play out doors as they can move freely between the indoor and outdoor areas throughout the day.
- Staff are consistent with boundaries and expectations regarding children's behaviour. Children are encouraged to be polite and thoughtful. This helps them build firm relationships with others.

It is not yet good because

- The new systems for planning and assessment are not yet sufficiently well established to ensure that all children receive the support and challenge they need based upon their individual stage of development, particularly in relation to communication and language.
- Although there is some use of print in the pre-school, children's names are not regularly used to increase children's awareness of words.
- Some adult-led activities limit children's ability to express themselves creatively.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector held meetings at an appropriate time with the manager of the provision.
- The inspector looked at children's assessment records and planning documents and a sample of welfare documents.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Samantha Powis

Full Report

Information about the setting

The Jungle Hut Pre-School has been registered since 1993. It is a committee run group with close links with the host school. It operates from a purpose built premise situated in the grounds of St Gregory's C of E Primary School in Marnhull, Dorset. Children have use of a main playroom and associated facilities. There is an enclosed outside play area available at the front of the building and the group also have use of the school outside facilities.

The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is open Monday to Friday, term time only from 8.30am until 3.30pm. Holiday sessions are also offered according to demand. The pre-school support children who have special educational needs and/or disabilities. The pre-school is registered to receive government funding for free nursery education for three-and four-year-olds. There are currently 31 children on roll in the early years age group.

The committee employs a manager who has a level 4 qualification. There are two other members of staff, both of whom have qualifications to level 3, one of whom is nearing completion of a level 4 qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve assessment procedures by making better use of written observations to shape learning experiences and plan activities and support, so that each child receives sufficient challenge, particularly relating to their communication and language skills.

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

- increase the use of print in the environment so children can learn about words, such as making more use of their names as labels
- provide more opportunities for children to use their own imaginations when engaging in adult-led creative activities.

Inspection judgements

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

Children are happy at the pre-school and enjoy the range of activities on offer. This means that overall; they are prepared for the next stage in their learning. They benefit from being able to move freely between indoor and outdoor areas, enabling them to play in a way that suits them and enhancing their learning experiences. Staff have an adequate understanding of the Early Years Foundation Stage Framework learning and development requirements. Staff have recently made changes to their systems for observation and assessment. These systems are still being implemented which means that staff are not always making effective use of their observations to plan activities that challenge children sufficiently. Staff are gradually implementing tracking sheets for all children, to help them to monitor children's progress and identify gaps in their learning. This means that children make satisfactory progress in their learning and development. Staff complete the required progress check for two-year-olds and share these with parents.

Staff are friendly and get involved in children's play to increase children's interest. However, activities are not always planned well which means that opportunities to extend children's language development further are sometimes missed. For example, children are excited to learn about the eggs and the incubator. They listen well as the staff member explains what is going to happen. However, there are few resources such as keywords, books or calendars to support children's understanding and challenge their language skills further. Children are sometimes encouraged to use numbers in their play and during daily routines. They are proud to be a 'special helper' at snack time, and help the member of staff to count the plates ready for the children to use. Children find their own picture card to identify where they will be sitting for snack; however, staff have not thought to include written names on these cards to increase children's awareness of words. Children enjoy role play. They dress up in outfits and use their imaginations to involve others in their play. Children have access to a broad range of resources and materials to use when making their own pictures and models. However, adult-led creative activities sometimes limit children's ability to use their own imaginations. For example, when making a card, children have little choice about the tools they use or the design they make. Children show an interest in books and generally listen well to stories. Children join in enthusiastically with songs and actions during 'wake and shake' time. Children are interested in the world around them and frequently go on walks in the local community. They have been involved in growing their own vegetables, and are keen to make sure the flowers receive plenty of water using the easily accessible watering cans and water butt. Children start to develop an understanding and awareness of the wider world through use of books and equipment. As part of their theme about Chinese New Year, they have a go at using chopsticks to eat their food. This helps children to consider the needs of others and encourages them to value and respect diversity. Staff have recently introduced the use of simple sign language and pictorial time lines. This helps all children to feel included and be able to express their needs and thoughts more easily.

Parents are involved in their child's learning. They help staff to establish children's individual starting points through the 'all about me' records. The two-way communication

diaries encourage a constant exchange of information, helping to promote consistency for the children. Parents look at children's learning journeys on a regular basis with the key person, helping them to share in their child's progress. Parents receive information about forthcoming events and activities' through the large board in the playground. This encourages them to continue children's learning experiences at home.

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

Children are secure and settled at the pre-school. They form good relationships with their key person and build friendships with others in the group. The key person arrangements are successful in encouraging effective links between parents and pre-school staff. Children are learning about appropriate boundaries and expectations with regards to behaviour. They are polite due to the encouragement of staff, who act as good role models. Children participate in small group activities that encourage them to recall the 'golden rules' and talk about how their actions make others feel. This helps them to work well together. Children enjoy praise and encouragement from staff as they play well and help to tidy-up, boosting their confidence and self-esteem. Children are encouraged to be increasingly independent. They pour their own drink at snack time and find their own coat and boots to put on before they go out to play.

Effective procedures help ensure the environment and any outings the children take part in are as safe as possible. Staff complete daily checks in all areas. With the support of staff, children use their own tick sheets to also check for potential hazards. This helps them to become increasingly aware of personal safety. Staff follow positive practices and procedures to support children's health. Children enjoy healthy snacks and have access to drinking water throughout the day. Hand washing arrangements prevent the spread of infection and teach children positive practices to support their own health. Children enjoy frequent opportunities to play out doors in the fresh air, benefiting their physical development and their overall health. The pre-school environment is welcoming to children. Examples of children's creative work are displayed on the walls, giving children a strong sense of belonging and pride in their achievements. Children enjoy access to a suitable range of age appropriate toys and equipment, most of which are stored well to enable them to make choices in their play.

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

The staff team are well qualified and meet regularly to share their ideas to promote consistency for the children. Staff receive an induction when starting at the pre-school, helping them to gain an understanding of their individual roles. Ongoing supervision ensures they have an adequate understanding of their responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. The manager monitors staff performance to identify areas for improvement. Staff are actively encouraged and supported to develop their own skills by attending training and workshops. The setting seeks the advice of other early years

professionals and takes action in response to their recommendations. Staff work together to evaluate the success of the setting in meeting children's individual needs. They have identified some areas for improvement that they are currently working on, such as the systems for assessment and planning. Changes made since the last inspection with regards to staff involvement in planning and learning opportunities out-of-doors have had a positive impact on children's learning. Staff have a suitable understanding of the settings safeguarding procedures to help promote children's ongoing welfare. They understand their roles and responsibilities and the steps they must follow if they have a child protection concern. The management follow appropriate procedures when recruiting and vetting staff, helping to safeguard children.

Parents state that they feel well informed about the pre-school through discussions with staff and frequent newsletters. Parents are provided with information about the setting, including written policies and procedures. This helps them to understand the aims and responsibilities of the pre-school. They enjoy the daily communication books, which keeps them informed about routines and events in their child's day. Staff are proactive in establishing links with other settings, and with professionals who work directly with individual children. This helps to promote consistency and continuity for children. Children benefit from visiting the adjacent school to take part in activities and events. School staff make frequent visits to the setting to get to know the children. This helps to ease children's transition from pre-school to school.

The Childcare Register

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

The requirements for the voluntary 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 action. 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	141105
Local authority	Dorset
Inspection number	846563
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	31
Name of provider	Marnhull Pre-School
Date of previous inspection	17/06/2009
Telephone number	01258 820096

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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, which are usually the childminder's 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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