

Jungle Club

Whittington Community Primary School, Common Lane, Whittington, Lichfield, Staffordshire, WS14 9LG

Inspection date	09/06/2014
Previous inspection date	06/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The club is well resourced and provides children with a stimulating environment, which they actively explore, promoting purposeful and developmentally appropriate play that effectively complements what children already know and can do in.
- Staff have a secure knowledge of how children learn and make good use of open-ended questions to support children's thinking. As a result, children are fully engaged and make good progress, and are well-prepared for the next stage in their learning.
- All children benefit from the effective partnerships that exist between the club, their parents and school. Regular communication ensures information is shared, to provide children with consistency and continuity in their learning and development.
- Good staffing arrangements and a strong emphasis on relationships results in children feeling safe and secure to investigate their environment. Reinforcing children's self-confidence and emotional well-being.
- Management are well-organised and place a high focus on their responsibilities, with regard to the safeguarding and welfare requirements. As a result, children are safe and their welfare is promoted.

It is not yet outstanding because

- There is scope to enhance the already very good monitoring of tracking and planning, so that activities even more extensively challenge children, helping to raise their attainment to the highest level.

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 as children played, speaking to them when appropriate.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector held meetings with the manager of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a range of documentation, which included the safeguarding policy, evidence of self-evaluation, children's learning and development records, and the planning of activities.

Inspector

Kim Barker

Full report

Information about the setting

Jungle Club was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the outskirts of Whittington village and is privately managed. The club serves the local area and is accessible to all children. They operate from the school hall, playground and playing field of Whittington Community Primary School. The club employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. The club opens Monday to Friday, term time only. sessions are from 7.30am until 8.40am and 3.15 until 5.45pm. Children attend for a variety of sessions. There are currently 131 children on roll; of these, 22 are in the early years age group.

What the setting needs to do to improve further

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

- enhance the very good monitoring of tracking and planning, so that activities extensively challenge children to help raise their attainment to the highest level.

Inspection judgements

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

Teaching and learning is good and children are well supported to make good progress. During the settling-in period staff collect useful information from parents and use this, along with baseline assessments shared by the school and early years unit, as a starting point for how they can complement what children already know and can do. Staff create a welcoming environment for children. Before they arrive, staff set out the school hall with a wide range of toys and equipment that is suitable for the age range of those attending. They provide a well-organised mix of adult-planned and child-initiated activity. Staff provide good levels of challenge for children, as planned resources and activities ensure the seven areas of learning and development are covered. Children use speech to explore real and imagined experiences, as staff engage them as partners in conversation, therefore, promoting communication and language development. For example, there are many opportunities throughout the session when children are highly engaged in useful conversation with staff.

To ensure children remain appropriately challenged and stimulated, systems for evidencing children's learning show that the club has a good understanding of individual children's learning needs. For example, children investigate an activity that has been set up to find out what children already know about the world, as they construct a pyramid and discuss Egypt. Children's communication and language is reinforced by purposeful interactions, ongoing support and opportunities to encourage speaking and listening, through open-ended questions and reassurance. There is very good procedures for

exchanging information about children's progress, through the strong relationship the staff have with the school. This results in effective communication and the sharing of important information about individual children's next steps in their development. However, there is scope to add precision to this, so that activities even more extensively challenge children to help raise their attainment to the highest level. Identified children working at higher levels than expected for their age, are effectively challenged through the extension of activities. For example, as children play cooperatively with a well-known board game, they are skilfully encouraged to use their mathematical skills as they add together their score from the dice. As they move their marker around the board, they then read the instructions on the board where their marker falls. This supports children's literacy in reading for purpose. Staff respond to children's individual learning and development needs by making daily changes to support their interests and needs. For example, a group of children use small elastic bands to create bracelets, as younger children show an interest, they are skilfully encouraged to join in; supporting children's self-confidence and self-awareness as they manipulate materials to achieve a planned effect. As a result, older children show care and respect towards younger children, encouraging them to join in and have fun.

Overall, staff use their high level of experience of working with children and secure understanding of how to help children initiate their own play. Staff recognise that children have had a busy day at school and, therefore, their choices are paramount, so they provide a good range of resources. They motivate, occupy and interest children in the activities and experiences provided for them. On occasions, staff engage with them and share in their enjoyment, using good opportunities to extend their learning. For example, staff enjoy playing board games with children, supporting them to follow the rules and cooperate with each other. Parents feel very well informed about their child's progress, through daily chats and regular sharing of staff's good observations of children learning through play. Staff have effective relationships with parents and school staff, resulting in good exchanges of information about children's achievements at home or in school that complement and enhance children's learning. This clear evidence indicates teaching that is rooted in a good knowledge of the Early Years Foundation Stage.

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

Good settling-in procedures mean that joining the club is a positive experience. For example, staff find out useful information about children's interests, likes and dislikes before they start to plan appropriately for their transition. To further support the transition there are effective partnerships with the school and early years unit. Management have ensured continuity for children through good staff deployment and an effective key person system. Staff who also work in the school and early years unit, and are already familiar adults are allocated as key persons for the early years children. As a result, children benefit from good interactions with familiar adults. For example, children confidently 'check in' with their key person, when they come indoors from playing on the school field for reassurance and affirmation. This reinforces their sense of belonging, resulting in children being confident to explore and investigate their surroundings and make good progress. Children are very relaxed and comfortable in the club. They display warm relationships with the staff and each other, chatting away happily, engaging in cooperative

and collaborative play. Through group games and activities, children learn to share, take turns, listen to others, negotiate and resolve their differences. Children's behaviour is good; they are polite and use their manners well when talking to staff and each other. Children have contributed to and, have a high regard for, the club's rules and boundaries. Older children are good role models; as a result, children play cooperatively, promoting children's personal, social and emotional development in managing feelings and behaviour. Consequently, children learn to respect and value others, and this also contributes to their developing good levels of self-esteem and general well-being.

Through daily routines children learn to independently manage their personal care needs. Staff promote children's understanding of good hygiene habits, as they wash their hands after using the toilet and before eating snacks. Children's health is well-promoted; staff provide a selection of healthy snacks, including a variety of fruits, fresh water and squash. Snack times are a social occasion, children and staff sit together around the table to enjoy their food and each other's company, and their speaking and listening skills are actively promoted. During this time, children's independence is encouraged as they serve themselves. Opportunities to be active outdoors help children to understand how exercise helps them to stay healthy. For example, the club fully promotes physical play in the school's playground on scooters or playing ball games on the school field. The club's playwork principles promote encouraging children in every opportunity. For example, staff explain that if children are comfortable with using large climbing equipment, then they will be skilfully supported to 'have a go' and take developmentally appropriate risk.

Staff place a strong emphasis on children's safety. For example, daily risk assessment checks in the club help identify potential hazards, and broken equipment is safely discarded. Staff teach children about staying safe through club routines. For example, they regularly practise the evacuation procedure to ensure that children know what to do in the event of an emergency. This ensures children are kept safe. Relationships with parents are effectively supported through good daily handovers that includes information about what their child has done during their day. Parents are very happy with the service, commenting favourably that the activities staff provide are wonderful, and they cannot speak highly enough of the staff.

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

Management have a secure knowledge of and, fulfil their responsibilities in, meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All policies and procedures are appropriately kept and shared with parents when their children start. There are detailed risk assessments covering all aspects of the club. Staff complete safety checklists before each session, to ensure the environment is safe and secure, so that children are free to play. All staff attend relevant safeguarding training and the managers are the designated safeguarding persons. As a result, all staff have a good understanding of how to respond to a safeguarding concern or allegation being made against a member of staff. There is good evidence of effective vetting and recruitment procedures, ensuring all persons employed are suitable to work with children. Good systems are in place to keep children safe, a member of staff from the club escorts younger children from the

classroom to the club, ensuring their safe arrival. Staff are well deployed to ensure children are safe as they move around the familiar school environment. For example, staff use portable, two-way radios to communicate with each other when they are outdoors. There are effective collection procedures that ensure children are only collected by a known adult. As a result, the club's practice is effective in underpinning children's safety and welfare.

The management team have a good knowledge and understanding of how to promote children's learning and development because they are well qualified and have relevant experience. They display a passionate, committed attitude to have a positive impact on children's development, and support and challenge the staff team to ensure the club continues to improve. The management team monitors staff performance through a performance management system, supervision and regular staff meetings. Staff show commitment and enthusiasm, as they have opportunities to develop their knowledge and skills through attending training courses. For example, a number of staff have been fully supported to achieve appropriate early years qualifications, so that the majority of the staff now hold qualifications at level 3. Staff attend all regulatory training, making good use of local authority advice and support. As a result, they have many opportunities for regular reflection of practice, that has a positive impact on the learning outcomes for children in their care. Self-evaluation critically reflects the club's practice, highlighting strengths and areas for improvement. For example, management have successfully considered staff deployment to ensure that there is consistency of key members of staff for children. There are successful systems in place to record children's achievements in their learning and development. However, there is scope to embed this system to help raise children's attainment to the highest level.

Partnership with parents is good and staff encourage this through various effective methods of communication. For example, parents comment favourably about the quality of information in daily verbal handovers. Key persons share photographs and observations of children's achievements that promote strong relationships. The highly effective partnership, and communication with the school and early years unit means that all children are fully supported to make good progress towards the early learning goals. For example, staff share useful information, so that there are more opportunities to complement children's learning and development. Parents are very happy with the service the club provides and comment positively. For example, they comment favourably about the good relationships and communication they enjoy with staff of the club. Parents also say how much their children enjoy attending the club and would not know what to do without it.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	218333
Local authority	Staffordshire
Inspection number	865742
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	131
Name of provider	Jungle Club Committee
Date of previous inspection	06/05/2010
Telephone number	01543 432313

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Type of provision

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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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