

# Jungle Monkeys

8 Oaks lane, Ilford, IG2 7PL

## Inspection date

Previous inspection date

06/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children make good progress because staff observe, assess and plan for individual learning effectively, to ensure that children are consistently challenged to reach the next stage in their development.
- Children's personal, social and emotional development is addressed well by staff. Consequently, children are confident learners and join together with their friends to enjoy activities.
- Effective partnerships with parents and carers mean that they are kept well informed about their children's time at the nursery, the progress their children are making and how they can support their children's learning at home.
- Children's communication and language development is promoted effectively by staff. When talking with children, staff ask open-ended questions, encourage them to think and give children time to respond.

### It is not yet outstanding because

- Opportunities for babies to explore and investigate their senses are not maximised with regard to everyday resources.
- There is scope to enhance the monitoring of staff teaching and the use of the environment and resources, to coach staff to build further on their already good quality practice.

## 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 playrooms and the outdoor play area.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector held a meeting and a joint observation with the provider.
- The inspector spoke with parents, to seek their views.
- The inspector spoke to staff at appropriate times throughout the inspection.

## Inspector

Julie Ready

## Full report

### Information about the setting

Jungle Monkeys registered in 2014 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is located in Ilford, Essex, within the London Borough of Redbridge. The nursery receives funding to provide free early years education for children aged two, three and four years old. There are two rooms and both have ready access to the outdoor play area. The nursery is open each weekday from 7am to 6pm for 51 weeks of the year. It supports children who are learning to speak English as an additional language. Children may attend for a half-day or full-day session from three months old. The nursery employs 10 staff; all hold appropriate early years qualifications at level three and above.

### What the setting needs to do to improve further

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

- extend opportunities for babies to explore their senses by providing more everyday objects for them to investigate, for example by developing treasure baskets
- enhance the staff monitoring system in place, to ensure regular opportunities to build on existing good practice.

## Inspection judgements

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

Children make good progress in their learning. Staff ensure that children are supported effectively to acquire the skills and capacity to learn and develop, in order to reach the next steps in their learning. Initially staff obtain information from parents and direct observations to identify what children know and can do. This is effectively used to inform initial planning and to ensure children are challenged to reach their next steps. Parents have daily access to information about children's progress and are able to receive regular communication using a computer program. Staff provide parents with monthly reports and the required progress check for children between the ages of two and three years. Children with English as an additional language make good progress in communication and language. Staff support this by using various strategies and suggesting activities for parents to engage with at home.

Children's personal, social and emotional development is given a high priority by staff. Independence is promoted effectively and children choose from a good variety of activities outside and in the playrooms. Staff promote communication and language development effectively for all children. When they ask children questions, these are open ended so that

children are able to think about what they want to say. Babies express their wants and needs through expression and body language, and this is interpreted well by staff. They promote babies' speaking skills by repeating sounds and words, and through encouraging communication through positive facial expressions.

Children in the pre-school group are encouraged by staff to join in with songs to support their mathematical development and to listen to stories to encourage their listening skills. Pre-school children speak clearly, confidently and use full sentences. For example, one child gave a detailed account to a member of staff about her holiday and what she had enjoyed.

Children's creativity is promoted well by staff. All children enjoy exploring resources, such as stampers, paint, dough, sand, water and glue. Babies explore their senses as they play with these resources, colourful musical toys and musical instruments, along with books that contain different textures. However, the promotion of their senses is not maximised by staff because the range of everyday objects and natural resources is limited. Role play is a favourite activity of the children and all children have access to dressing-up clothes. The staff change the resources available to the children throughout the year and introduce school uniforms to help their transition before starting school. There are mark-making resources available both inside and outside; for example children enjoy drawing a favourite book character on the large chalkboard in the garden with chalks.

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

Children are settled and happy. From the start, their emotional security is addressed effectively because they are supported well in the transition from home to the nursery. Admission information obtained from parents is thorough with regard to each child's individual care needs, and each child's requirements are well met. For example children's allergies are displayed clearly and also outlined on their personal place mats at lunch time.

Staff place a strong emphasis on getting to know new children. For example, they use the 'All about me' form well to collate useful information from parents about their children's likes, routines and development when they first start. In addition, the assigned key person system means that staff can concentrate on getting to know their own key children and build a positive relationship with parents and carers. This results in a good sharing of information about the children's care and education, and good support for their emotional well-being. This is particularly important for the babies as their care routines and needs change more often as they develop. For example, babies sleep according to their individual needs and their meals are prepared according to their weaning requirements. During the inspection, it was clearly evident that children and staff had built trusting, positive relationships. Babies reach up for assistance and their needs are promptly met, while older children receive welcome cuddles from staff when they are upset or need reassurance.

Transitions within the nursery are well organised and the daily routines support children to be well prepared for their transition to other early years settings and reception class in

school, for example through self-registering, circle time and lining up to go outside. Children behave well, share and take turns during their play without prompting. Staff are good role models and positive reinforcement is the major strategy for managing behaviour and promoting children's self-esteem. Independence is promoted well by staff; for example children choose and easily select resources for themselves, and are encouraged to serve their own food at lunch time.

Resources are safe and meet children's learning and development needs well. The nursery environment is safe, warm and welcoming. Photographs of children and their art work are displayed across the nursery, promoting a sense of belonging. Children's health is promoted well because staff encourage them to be physically active, have regular access to fresh air outside and enjoy healthy snacks. They gain confidence and physical skills in the outdoor play area. Children regularly take trips within the local community, for example to an animal farm and the park, which offer additional opportunities for physical development and encourage a knowledge of the world around them.

Children manage their self-care needs and readily follow a routine for washing their hands before sitting down for their lunch. Staff support children by being positive role models and encouraging children's knowledge of healthy foods, for example providing opportunities for children to cut and taste a range of fruit and vegetables. The nursery chef provides nursery lunches that are varied, nutritious and healthy.

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

The staff are dedicated to providing high quality care and learning experiences. There are robust systems in place to ensure staff are suitably vetted and inducted in health and safety, safeguarding and child protection. All the required records, policies and procedures are in place and up to date. The indoor and outdoor learning environment, resources and equipment are safe, secure and suitable for their purpose, due to thorough risk assessments.

Staff have a good understanding of child protection issues, including the signs and symptoms of possible abuse and neglect, and the procedures to follow if they are concerned about a child's welfare. Positive relationships are in place with other early years providers and professionals such as health visitors, ensuring good professional support, accurate information sharing and consistency of care for all children. Parents are aware of a clear safeguarding procedure and relevant information is displayed on a parent notice board in the lobby. Consequently, children's safety is effectively prioritised.

The providers and room leaders are clearly motivated to seek improvement and good progress has been made since registration. The providers use their experience and skills to ensure that the children's achievements are monitored successfully. Consequently, children are challenged effectively and make good progress. The deployment of staff is effective in meeting the needs of children and the educational programmes offer a broad range of experiences for all children, including those attending on a part-time basis. In

addition, children have increased opportunities to learn about their own and others' customs and cultures.

Regular staff meetings and appraisals are used to maintain a consistent approach and to brainstorm ideas. The self-evaluation process, used to review strengths and weaknesses in the provision, is well embedded and is ongoing to achieve continuous improvement. The management team has clearly identified the strengths of the nursery and actions for further development in the action plan. However, there is scope for even more stringent monitoring and coaching of staff teaching, to build on their existing good practice.

Strong partnership with parents is supported by a wealth of information, both accessible online and through high quality displays. Parents and carers are kept extremely well informed about their children's progress. Parents shared a positive view of the nursery with the inspector, identifying the caring and friendly staff and channels of communication as strengths of the nursery.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY470298
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	950169
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Jungle Monkeys LTD
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02085906455

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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