

The Jungle Day Nursery

Foxwood Road, CHESTERFIELD, Derbyshire, S41 9RF



Inspection date

7 March 2017

Previous inspection date

13 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The highly motivated and committed management team is successful in driving change to continually improve the quality of the provision. They are passionate about the service they provide. Rigorous performance management identifies strengths and weaknesses and is used well to target professional development for practitioners.
- Children form trusting bonds with attentive practitioners who offer them plenty of praise and encouragement. This helps to promote children's emotional well-being.
- A very effective key-person system and settling-in process helps children to develop secure attachments to practitioners and quickly feel safe in their new surroundings. As children move on to the next room, this is managed seamlessly by attentive practitioners who ensure the emotional needs of each child continue to be met.
- Thorough recruitment and vetting procedures are in place to ensure that practitioners are suitable to work with children. The ongoing suitability of practitioners is checked regularly. Practitioners are very vigilant in safeguarding children within the nursery.
- Teaching is good and some aspects are outstanding. Practitioners make good use of what they know about children to plan challenging learning experiences that help children make good progress in their learning.

It is not yet outstanding because:

- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not used really effectively to identify specific next steps in children's learning.
- On occasions, practitioners do not always consider the most effective way to plan adult-led group activities for the younger children in the pre-school room so they can participate fully.

What the setting needs to do to improve further

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

- make the most of what is known about individual children so specific areas of development can be targeted for really rapid progress
- improve the planning of large group activities so that younger children in the pre-school room can develop their listening and attention skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed joint observations with the nursery manager and provider.
- The inspector held a meeting with the nursery manager, area manager and provider. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and practitioners are highly vigilant and trained to recognise the signs and symptoms that may be a cause for concern. They are very clear about the local reporting procedures to follow. Detailed risk assessments ensure that any hazards to children are identified and minimised or removed, including on outings and the school and nursery runs. There have been recent staffing changes. However, all practitioners are well qualified and attend a range of further training and development opportunities to maintain and improve the quality of their work. The manager has very good insight into the quality of teaching when evaluating practitioners' practice. The management team effectively includes all practitioners, parents and children in self-evaluation. This helps to make sure that areas for further development are successfully identified and supports leaders to set targets that will benefit all children. Parents are happy with the nursery.

Quality of teaching, learning and assessment is good

Children actively involve practitioners in their play. Practitioners promote an enjoyment of reading for the toddlers as they follow on from the story with messy play. The outdoor area is well resourced. A range of balancing equipment and wheeled toys helps to support children to develop their physical skills. Practitioners work effectively with other professionals to ensure the most effective support is provided for children who have special educational needs and/or disabilities. They have a strong focus on supporting children's communication and language development. Babies benefit from a range of sensory activities that encourage them to investigate and explore. Older children are keen to take part in adult-led activities.

Personal development, behaviour and welfare are outstanding

Children are cared for in a very welcoming and nurturing environment and demonstrate high levels of confidence and self-esteem. They develop excellent relationships with their key person. This helps to effectively promote their emotional well-being. Parents are very aware of informing practitioners of accidents that occur at home. Children are learning the importance of a healthy lifestyle. They enjoy opportunities to play outdoors where they benefit from exercise and fresh air. Excellent hygiene routines are followed throughout the nursery. Children are reminded of the importance of washing their hands at appropriate times. They enjoy nutritious and healthy meals and snacks that follow children's individual dietary needs. Children who attend after school state that the meals at the nursery are good and they can have more to eat if they wish. Children value the differences between themselves and others. Practitioners are good role models and children's behaviour is good.

Outcomes for children are good

Children are very motivated and become engaged in activities. This demonstrates a positive attitude to learning that helps to prepare them for school. Practitioners work closely with local schools to ensure that teachers understand the needs of all children. All children are confident learners who achieve well and make good progress.

Setting details

Unique reference number	EY407717
Local authority	Derbyshire
Inspection number	1086114
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	108
Number of children on roll	153
Name of registered person	The Jungle Day Nursery Limited
Registered person unique reference number	RP531144
Date of previous inspection	13 September 2013
Telephone number	01246 261642

The Jungle Day Nursery was registered in 2010. The nursery employs 11 childcare practitioners. Of these, nine hold appropriate early years qualifications at level 3. The provider holds early years professional status and qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who have special educational needs and/or disabilities.

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