

Jungle Hut Pre School

New Street, Marnhull, Dorset, DT10 1PZ



Inspection date	28 September 2017
Previous inspection date	28 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is inconsistent. Staff do not engage with children in ways which effectively challenge them to learn and extend their thinking frequently enough.
- The educational programme for communication and language does not support all children to make good progress in this area of learning.
- Systems to monitor children's learning are not fully effective. Gaps in learning are not always quickly identified and tackled so that children are helped to progress swiftly.
- Some children struggle to share toys and take turns as they play without staff support.

It has the following strengths

- The new manager is committed to improving the quality of the pre school. She has a realistic awareness of which areas need to develop and has already begun to make positive changes with support from the committee.
- Children are happy and settled. They have close relationships with staff and enjoy their time at the pre school.
- Staff organise the pre school effectively, providing an attractive and well resourced learning environment inside and outside.
- The staff and manager work closely with professionals and parents to provide families with the necessary support. As a result, in particular children with special educational needs get the help they need.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ support staff to improve their teaching skills so that they consistently make the most of opportunities to engage, challenge and extend children's learning and thinking	26/10/2017
■ improve the educational programme for communication and language so children make better progress in this area of learning	26/10/2017
■ ensure monitoring procedures focus on children's learning and development so any gaps are quickly identified and tackled to help children make good progress in their learning.	26/10/2017

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

- provide children with support to help them to learn how to share and take turns.

Inspection activities

- The inspector observed staff and children both inside and outside.
- The inspector spoke with staff, the manager and chair of the committee.
- The inspector sampled documentation including children's learning records, policies and qualification certificates.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector spoke to some parents to gain their views on the day of the inspection.

Inspector

Katherine Lamb

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. All staff are trained in child protection policies and procedures. They know what to do if they have concerns about a child or a member of staff. This helps to keep children safe. The new manager has started to identify some weaknesses in the educational programmes. However, monitoring is not used effectively enough to swiftly identify gaps children have in their learning, particularly with their speech and language. As a result, the manager does not have a secure enough overview of how well children are doing so she can ensure staff regularly provide the right activities and experiences. The manager and committee are working closely with staff to support their development. While teaching is improving, it is not yet consistently good.

Quality of teaching, learning and assessment requires improvement

Staff complete regular observations and assessments of children's learning and they use this information to plan activities that interest children. Younger children enjoy exploring a range of textures as they investigate play dough, sand and water. Older children engage in role-play activities. They create their own characters and provide a running narrative as they play. This helps to develop their imaginative skills. However, despite staff being well-qualified staff, the quality of teaching is variable. Staff do not always effectively challenge and engage children in their play and children rely on continual guidance and support from staff to complete tasks. Staff do not use opportunities in children's play to further support their language and communication development, particularly for children who need additional support.

Personal development, behaviour and welfare require improvement

Staff support children well to settle when they first attend. They visit children at home to build secure relationships with children and their families before they start. Staff support children's self-esteem well as they provide regular praise and encouragement. Children learn how to keep themselves healthy. Staff provide children with healthy options during snack times and ensure they follow suitable hygiene routines. Staff also provide children with opportunities to manage their self-care needs to support their growing independence. Children have regular opportunities to spend long periods of time in the outdoor area to exercise and enjoy fresh air. However, some children often struggle to share their toys and take turns during play without the continual support from staff.

Outcomes for children require improvement

Children make steady progress and generally work within the range of development typical for their ages. For example, boys enjoy looking at books and using push-button toys while girls use the pictures in the books to help them make clay animals. Overall, children develop the basic skills they need for their future learning and school. However, weaknesses in the quality of teaching and support for communication and language somewhat hinders the progress children make.

Setting details

Unique reference number	141105
Local authority	Dorset
Inspection number	1114145
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	14
Name of registered person	Marnhull Preschool Committee
Registered person unique reference number	RP907728
Date of previous inspection	28 April 2016
Telephone number	01258820096

The Jungle Hut Pre-School registered in 1993. It is situated in the grounds of St Gregory's Church of England Primary School in Marnhull, Dorset. It is open Monday to Friday from 9am until 3pm, during term time only. The pre-school is in receipt of funding for free early education for children aged three and four years. There are three members of staff employed and all have a relevant level 3 qualification.

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