

# Little Tigers Jungle Club



ST STEPHENS METHODIST CHURCH, Ruskin Road, Crewe CW2 7JX

<b>Inspection date</b>	5 September 2018
Previous inspection date	11 August 2016

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

## Summary of key findings for parents

### The provision is good

- Leaders are committed to continually making improvements that benefit children and families in the local community. Development plans are clear and accurate. All staff share the same vision and work well to maintain the good quality.
- Staff create a homely, welcoming and safe environment. All children are confident and happy. Babies form close bonds with nurturing and attentive staff who know them well.
- Children are motivated and enthusiastic learners. Well-qualified staff understand how young children learn through play. Overall, staff provide interesting activities and experiences. Children make good progress in readiness for future learning.
- Children receive care which is tailored to support their individual needs. Staff work closely with external agencies. Together they provide first-rate support for children who have special educational needs/and or disabilities.

### It is not yet outstanding because:

- Occasionally, staff fail to take account of learning opportunities that arise and fully challenge children's learning to the highest level.
- Although staff receive support and regular training, they do not yet have consistent opportunities to share their skills and knowledge with each other.
- Systems used to gather ongoing information from parents about children's development are not always successful.

## What the setting needs to do to improve further

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

- enhance the current systems for staff professional development and increase opportunities for staff to share their skills and expertise
- build on opportunities that arise to challenge children further and increase the potential for them to make rapid progress in their learning
- strengthen systems to encourage all parents to share what they know about their child's ongoing learning, skills and interests.

### Inspection activities

- The inspector toured all areas of the setting. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions with the provider and nursery manager, and carried out an evaluation of teaching with the provider.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed the settings self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents through discussions and written feedback obtained prior to inspection.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know what to do if they have concerns about a child or the conduct of a colleague. This helps to protect children's welfare and keep them safe. The administration of medication and any accidents are recorded and reported to parents. Records of attendance are used well by leaders. This helps them to ensure that the required staff-to-child ratios are maintained. Children play in a clean and safe environment. Staff complete daily checks and risk assessments. This helps to minimise any potential hazard. Leaders support and supervise staff. Overall, this helps them to enhance their already good skills and expertise. Regular assessments help staff to identify areas where children require further support. For example, monitoring helped staff to address a previous gap in the physical development of babies. Effective strategies were implemented and gaps have closed.

### Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children playing and learning. Staff update parents with children's progress. Two-year-old children develop dexterity and concentrate well. They use large tweezers with proficiency. Babies curiously explore cooked pasta. They use good physical skills to pick up small pieces of spaghetti between their fingers. All children choose from exciting resources and creatively lead their own play. Older children manipulate dough into shapes. Staff ask purposeful questions and skilfully introduce descriptive language. This contributes towards children's communication and language skills. Overall, teaching is good.

### Personal development, behaviour and welfare are good

Staff inform parents about children's food and drink intake and advise parents about appropriate packed lunch options. Most staff are trained in food safety and ensure that meals are suitable. Staff immediately respond to children's personal care needs, including nappy changes and communicate this to parents. Children have daily opportunities to explore outdoors. Staff promote positive hygiene routines. This contributes towards children's physical health and well-being. Children develop compassion and empathy. For example, they participate in many fundraising activities throughout the year and care for pet stick insects. Children behave well. Staff sensitively encourage positive behaviour using a puppet. They reward children with an abundance of praise and older children choose to make green rather than red choices.

### Outcomes for children are good

All children, including those in receipt of additional funding make good progress. Even new children are secure. Older children demonstrate good mathematical awareness. For example, they confidently recite numbers in sequence during an active game outdoors. Children use water, brushes and rollers to make marks on the wall. They delight in the patterns that they make. This contributes towards their writing skills in readiness for school. Partnership working with local schools is well established. This helps to provide consistency for older children who attend both settings.

## Setting details

<b>Unique reference number</b>	EY489564
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10077570
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Tebay, Katy Jane
<b>Registered person unique reference number</b>	RP904984
<b>Date of previous inspection</b>	11 August 2016
<b>Telephone number</b>	07713846746

Little Tigers Jungle Club registered in 2015. The setting employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2. The setting opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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