

Jungle Hut Pre School

NEW STREET MARNHULL, DORSET DT10 1PZ



Inspection date	5 September 2018
Previous inspection date	28 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- The provider and manager have worked hard to make significant improvements since the last inspection. They have successfully enhanced the support and coaching they provide for staff to strengthen the quality of teaching. For example, following training, staff make effective use of questions and give children ample time to consider their response, to extend their thinking and speaking skills.
- Staff are kind, caring and sensitive. They welcome children warmly and show interest in what they have to say. Children enter the pre-school confidently and happily, and settle quickly.
- Staff assess children's learning accurately and identify potential developmental delays promptly. They form strong links with other professionals and provide good support through targeted strategies to meet the children's individual needs. All children, including those with speech delays, make good progress.

It is not yet outstanding because:

- At times, staff do not organise changes in routines as well as they could to fully engage the older children and extend their learning.
- Staff do not routinely obtain detailed information about children's learning before they attend from parents and other settings to help get to know them better.
- On occasion, staff miss opportunities to extend children's literacy skills further to support their early reading and writing development.

What the setting needs to do to improve further

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

- make better use of opportunities that arise during daily routines to extend the older children's learning further
- gain more detailed information from those who already know the children well, before they attend, to help complete a full assessment of each child's starting points more quickly
- enhance the literacy programme to provide more opportunities for children to practise their early writing skills and develop a greater interest in books from a young age.

Inspection activities

- The inspector observed the children's interactions with staff and their engagement in activities.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.
- The inspector held meetings with the provider and manager at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's learning records, staff's suitability checks, and self-evaluation records.

Inspector
Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider, manager and staff have taken safeguarding training, and have a clear understanding of how to recognise and refer any concerns about a child's welfare. The premises are safe and secure for children, and the provider ensures all new staff complete the required suitability checks. Staff model respectful and positive relationships with each other to help children understand the expectations. The manager monitors children's progress well to identify gaps in their learning. For example, they have successfully developed the mathematics programme to extend children's knowledge of numbers, counting and shapes. The provider and manager are ambitious and have created action plans to address the areas for development. For instance, they have introduced peer observations to develop the staff's confidence to reflect on their own and each other's practice.

Quality of teaching, learning and assessment is good

Staff plan and provide a good range of interesting and exciting activities that motivates children to take part. For example, the older children enjoy mixing paint, showing fascination as they create new colours. Younger children explore the texture of foam as they smear it over the table and on staff's arms, and make marks in the foam using their fingers. Staff provide good support for children's mathematics development. For instance, they help the older children to identify the numbers on cards that indicate how many pieces of food they can have at snack time. Children develop good physical skills, such as building their muscles and balance when they navigate the climbing wall, and learn to use tongs with control to serve snack. Staff share detailed information with parents about their child's learning and daily experiences to promote continuity in children's care and education.

Personal development, behaviour and welfare are good

Staff are sensitive and reassuring, and successfully distract new children when they arrive to help them settle in quickly. For example, they engage them in activities that they know interest them. Staff create an attractive environment for children to explore and support the children to understand the pre-school's rules. For instance, they remind children to use good manners and suggest they use a sand timer to help them learn to take turns. Children play together harmoniously and are confident in their abilities. For example, they eagerly agree to help staff prepare snack, and put on and take off aprons independently. Children have lots of opportunities to be physically active and play outside. Staff teach them about the importance of exercise, such as talking to them about changes to their heartbeat after running.

Outcomes for children are good

All children make good progress and develop the key skills in preparation for their future learning, including school. They listen attentively to staff's instructions, and enjoy playing musical instruments and singing nursery rhymes with them. Younger children learn new words, such as 'sequins' and 'mermaids', which helps them develop good language. Older children show good coordination and social skills when they decide who will carry out each role during ball games.

Setting details

Unique reference number	141105
Local authority	Dorset
Inspection number	10057609
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	18
Number of children on roll	15
Name of registered person	Marnhull Preschool Committee
Registered person unique reference number	RP907728
Date of previous inspection	28 September 2017
Telephone number	01258820096

The Jungle Hut Pre-School registered in 1993 and operates from the grounds of St Gregory's Church of England Primary School in Marnhull, Dorset. It is open Monday to Friday from 8.30am until 3pm, during term time only. The pre-school receives funding for free early education for children aged three and four years. There are five members of staff who work directly with children, all of whom have a relevant level 3 qualification.

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