

Inspection of Jungle Junction Denton

Duke Street, Denton, Manchester, Lancashire M34 2AN

Inspection date: 7 December 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children display positive behaviours during their play. For example, pre-school children display high levels of engagement as they take part in adult-led activities, while other children remain focused during independent play. Children are settled and secure. They receive lots of kind words from staff, which helps them to feel valued. Children are independent with their self-care skills. For example, they wash their hands, without being prompted, when they enter the nursery.

Children benefit from lots of opportunities to develop their physical skills. They have access to a spacious outdoor play area and a large 'indoor, outdoor' environment. Children enjoy exploring and looking for bugs in the garden area. They then come inside and draw pictures of the bugs they have discovered. This helps to develop their awareness of the wider world and their creativity.

Children with special educational needs and/or disabilities (SEND) make good progress in their learning and development. They also benefit from a curriculum that is adapted to meet their individual learning needs. The staff have high expectations for all children and provide a curriculum that helps them to acquire lots of knowledge and skills.

Children learn lots of new words. They enjoy story time sessions, singing songs and learning interesting words, such as 'Arctic'. Babies babble tunefully and demonstrate that they are extremely contented in their nurturing environment.

What does the early years setting do well and what does it need to do better?

- Staff seek good information from parents about their children's starting points. They also observe children closely and carry out regular checks. This helps staff to quickly identify when children need additional support. For example, staff assess children's early language skills and take prompt action to address any gaps in their communication and language.
- Staff plan a broad and challenging curriculum which helps all children to achieve, regardless of their individual circumstances. For example, staff use turn-taking games to support children's social and emotional development. Children with SEND receive well-tailored individual support. Staff also work closely with outside professionals. This helps them to utilise their expertise, to help children to achieve their full potential.
- At times, the curriculum is not always sequenced coherently. For example, pre-school children are encouraged to write their names, but some have not yet developed the skills to use a pen correctly. This does not help children to build their skills sequentially, which means this learning is too difficult for them.
- Staff generally demonstrate good hygiene practices, for example by using

appropriate personal protective equipment when serving meals and changing children's nappies. However, on occasion, staff do not follow good hygiene practices. For instance, they do not always wash their hands after wiping children's noses. This can increase the spread of infection and does not consistently promote children's good health.

- Staff are attentive and caring. Children enjoy warm and positive relationships with the adults who care for them. This helps them to feel emotionally secure.
- All children behave well, understand expectations and engage in activities with interest. Babies are eager to take part and concentrate. For example, they play alongside each other and take turns to select objects from the sensory basket. This ignites their interest as they explore different materials using their senses.
- Children are physically active and benefit from opportunities to spend time in the large garden. They eat a range of nutritious snacks and home-made meals, which are prepared on site by the nursery cook. However, at times, children are not given the appropriate cutlery or plates. As a result, this affects their self-care because they are having to use their hands to cut up their food.
- Although the quality of education is good, there are some minor gaps. For example, some staff are not as confident in their teaching. As a result, children do not benefit from the same learning opportunities as others. This does not help them to develop their skills as well as they could.
- Partnerships with parents are a strength of the nursery. Parents comment on how staff are responsive to their children's needs. They also praise staff for the support they offer to meet the needs of children with SEND. Parents are happy with the new 'parent app', which allows them to receive daily notifications about what their children have been doing during the day.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure understanding of how to keep children safe. Staff know the procedures to follow should they have any concerns about children or a staff member. Managers implement effective recruitment procedures to ensure that all staff working in the nursery are suitable. The premises are secure and monitored by closed-circuit television. Staff carry out daily risk assessments to ensure that there are no hazards. They also keep children safe when they take them on trips in the community. For example, staff ask for parental consent before taking the children out, and all children wear high-visibility coats. Children's safety is further enhanced because staff maintain adult-to-child ratios and do regular head counts, as an additional precaution.

What does the setting need to do to improve?

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

- create an ambitious coherently planned and sequenced curriculum to support the learning and development of all children
- promote good hygiene practices to ensure that the personal needs of children of all ages are met appropriately
- support less-experienced staff to understand how children learn to enhance the teaching of the curriculum.

Setting details

Unique reference number	2526418
Local authority	Tameside
Inspection number	10208306
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	84
Number of children on roll	84
Name of registered person	Jungle Junction Denton Ltd
Registered person unique reference number	2526417
Telephone number	01614253031
Date of previous inspection	Not applicable

Information about this early years setting

Jungle Junction Denton registered in 2019. The nursery employs 19 members of childcare staff, including the manager. Of these, one holds a recognised early years qualification at level 4, nine hold qualifications at level 3, and three hold qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- A learning walk was completed with a manager to discuss the curriculum intent and how the provision is organised.
- The inspector spoke to staff and children at appropriate times throughout the day.
- The inspector carried out two joint observations; one with the nursery manager and one with the deputy manager.
- The inspector held a meeting with the nursery manager and reviewed all relevant documentation.
- The inspector spoke to a number of parents to gather their views of the setting.
- The inspector tracked the experiences of a number of children.

We carried out this inspection 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.

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