

Inspection of Jungle Kids

Cookridge Village Association, Cookridge Village Hall, Moseley Wood Lane, Leeds
LS16 7ER

Inspection date: 12 July 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children clearly enjoy their time at the setting and engage in a variety of activities, indoors and outdoors. Children of all ages play well together, cooperating on tasks and working collaboratively to solve problems. They listen and value one another's suggestions, and older children enjoy helping the younger children take forward their ideas.

Staff help the children to learn about making good choices. They encourage positive behaviours, and good relationships exist in the setting. Staff take on board children's views and opinions and provide an environment that is enjoyable and interesting for children. Children choose how to spend their time and independently select from the range of activities and resources on offer.

Staff recognise that during the COVID-19 pandemic, children spent a lot of time indoors and so make the most of opportunities to plan outdoor activities for the children. These include team games, where children demonstrate good balance, coordination and ball skills.

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

- Children behave well. They told the inspector how they were involved in agreeing the rules of the club and explained what some of the rules are. These are displayed on the wall and act as a reminder of the staff's expectations. Children clearly understand why these rules exist, particularly in terms of keeping them safe.
- Children enjoy creative activities and make their own potions. They mix coloured water together and suggest adding soap 'to make it bubbly'. Children use funnels and pour the liquid into different-sized containers and stir their concoctions. As they mix the different colours together, they observe the changes and predict what might happen next. They talk about what things might 'dissolve' and what might not as they investigate different properties of materials.
- Staff support children with their homework and listen to them read if they choose to do this after school. Children are also able to relax and chat with their friends and 'chill out' after the school day.
- Staff talk to the children about their school day and recognise and celebrate their achievements. This helps to encourage and develop children's confidence and self-esteem.
- Effective partnerships with parents ensure they are kept well informed about how their children spend their time at the setting. Parents describe how appreciative they are of the flexibility of staff to accommodate their requests

given recent changes in their working patterns.

- The provider has effective recruitment and vetting procedures to ensure staff are suitable to work with children. Good arrangements are in place to check the ongoing suitability of staff. The provider encourages staff to attend regular training to keep their knowledge up to date. He carries out regular appraisal meetings with staff, where any further development or training needs are identified. This helps to support staff's continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

The environment is safe and secure and risk assessments are effective in minimising risks to children. Staff are deployed well between the indoor and outdoor areas to ensure children are safely supervised across the setting. Staff have attended safeguarding training and understand the possible indicators of abuse. They know the procedures to follow and the need to refer any concerns promptly to get children and families the support they need. Staff talk confidently about what they would do if they had any concerns about another staff member or the provider. They understand how to report these concerns in line with local procedures.

Setting details

Unique reference number	2597477
Local authority	Leeds
Inspection number	10238775
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 12
Total number of places	30
Number of children on roll	10
Name of registered person	Jungle Kids Limited
Registered person unique reference number	2597474
Telephone number	07726885595
Date of previous inspection	Not applicable

Information about this early years setting

Jungle Kids Limited registered in 2020. The club employs five members of staff. All staff hold appropriate qualifications at level 4 or above, including three with qualified teacher status. Sessions are Monday to Friday, from 7am to 8.30am and 3pm to 6pm, during term time. The setting operates during all school holidays from 8am until 5pm, excluding bank holidays.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector had a tour of the setting with the provider to establish how the setting was organised.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke with parents and took account of their views.
- The inspector observed the range of activities provided and the suitability of the resources on offer.

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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