

Inspection of Jungle Hut Pre School

St Gregory's C of E Primary School, New Street, Marnhull, Sturminster Newton,
Dorset DT10 1PZ

Inspection date: 12 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children settle easily to play and demonstrate that they feel safe. They respond positively to the caring staff and show delight at seeing their friends arrive and they play happily together. They become engrossed helping each other fill up buckets with sand and carefully carry containers of water to mix with it. They begin to initiate their ideas and eagerly stir in conkers or fir cones to their mixture.

Children recognise the familiar daily routines, such as tidy up time, and help staff pick up the toys. They show pride as they find their name card and hang this on the 'kindness tree' to signify that they have been helpful. Staff are keen to support children's learning. They provide a broad curriculum that supports children to make good progress overall.

Children develop their early understanding of the world and literacy skills well. For example, they listen well to a favourite story. They tell staff they can see the spider in the picture, and it has eight legs. They talk about the animals from the story and recognise a parrot, snake, crocodile and a dragonfly in the pictures. They talk about an insect and decide it could be a grasshopper, telling staff that it is not small enough to be an ant.

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

- Leaders have failed to notify Ofsted of recent changes to the committee and nominated person. This is a breach of the requirements of the 'Statutory framework for the early years foundation stage'. However, there is no impact on the children and the provider is improving their knowledge of notifications to be made to Ofsted.
- Leaders support staff to continue developing their knowledge and understanding. Staff have completed training that has raised their awareness of ways to assess and support children's stages of communication and language more effectively. For example, when singing a familiar song, staff emphasise words such as 'big', 'small' and 'tiny'. Children gain confidence and are keen to respond to questions about a favourite story.
- Parents give positive comments about the pre-school and say staff are very supportive to them and their children. Parents comment that their children are happy and make good progress. Staff keep parents well informed about their children's activities. However, they do not liaise as well with other providers children attend, to provide a more continuous approach for children's care and learning needs.
- Staff encourage children's good behaviour effectively. They talk calmly and quietly with children, giving reassurance and support. Staff praise children for their achievements. Children listen well to staff and know their 'golden rules' of

using 'kind hands and words'.

- Children have fun using up their energy, such as when running around the school playing field. They hold on tight to a rope to help them climb up the ramp onto a large wooden pirate ship. They confidently cross over a 'wobbly bridge' and jump and climb across the variety of static tyres secured in the playground.
- Staff get to know their key children well and identify how they need to progress next. Staff provide purposeful, interesting activities for children, which helps them make good progress. However, at times, leaders do not monitor practice as well as possible to ensure staff support the individual next steps of learning for all children consistently well.
- Children use their imaginations well in their play. They like to dress their dolls and pretend to change their nappies. Children invite staff to their role play cafe. They make staff an orange-flavoured ice cream and say, 'It will cost £4'. They present staff with a 'cupcake' of sand and tell them to be careful as it might still be hot from the oven.

Safeguarding

The arrangements for safeguarding are effective.

Staff continue to update their safeguarding awareness as a team. They recognise potential signs and symptoms that may cause concern and know their responsibilities to contact the relevant safeguarding agencies. The provider follows appropriate staff recruitment procedures and continues to assess suitability, such as through an induction and supervision process. Staff risk assess the play areas. They follow clear procedures to keep the premises secure, and implement these well at arrival and collection times.

What does the setting need to do to improve?

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

- strengthen the arrangements for monitoring staff practice to ensure staff support all children's next steps of learning consistently well
- strengthen the sharing of information with other providers children attend, to provide a more continuous approach to support their care and learning needs.

Setting details

Unique reference number	141105
Local authority	Dorset
Inspection number	10257993
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	18
Name of registered person	The Jungle Hut Preschool Committee
Registered person unique reference number	RP907728
Telephone number	01258820096
Date of previous inspection	5 September 2018

Information about this early years setting

Jungle Hut Pre School registered 1993. It 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 to provide free early education for children aged two, three and four years. There are six members of staff who work directly with children. Of these, five hold relevant level 3 qualifications.

Information about this inspection

Inspector

Mary Daniel

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager took the inspector on a tour of the setting and explained how the curriculum is delivered.
- The inspector and the manager completed a joint observation and discussed the quality of teaching.
- The inspector observed children's interactions in play, indoors and outdoors, and discussed their learning and development with staff.
- The inspector took into account the spoken views of parents.
- The inspector viewed a sample of documentation, including qualifications and first-aid certificates.

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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