

Inspection of Jingle Jungle Nursery

5 Alton Street, London, Tower Hamlets E14 6BZ

Inspection date: 17 April 2024

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

Staff create a warm and welcoming environment to help children to feel happy and secure. They provide activities that are inviting and of interest to children. Most children choose activities and settle quickly. Some children who are new to the setting take longer to settle. During this time, staff support new parents with the morning routine and reassure children.

Managers have built a well-designed curriculum that is ambitious for all children. They plan age-appropriate activities that extend on what they know children can already do. Staff successfully implement the curriculum. Younger children play with toy animals, and staff support them to name the animals and make animal sounds. Older children practise using scissors, such as they cut out different shapes to make animal faces. Staff talk to children about the key features that animals have. Children make good progress and build on their prior knowledge.

Staff support and encourage children when they find activities more difficult. Children try to use tweezers to complete a colour-sorting activity. Staff model how to use the tweezers. Children sit with staff and practise using the tweezers for long periods of time. They are proud when they complete the activity and share their achievements with staff. Staff praise children for their effort and determination.

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

- Most children who attend the nursery speak English as an additional language. Staff create a language-rich environment to support all children. They plan which key vocabulary they would like children to learn next. For example, when children play with water, staff repeat words such as 'splash' and 'pour' while they model playing. Children repeat after them and begin to use the words in the right context.
- Managers and staff give parents and children clear messages to support their understanding of healthy eating. Managers invite parents to attend workshops about healthy foods and foods they should limit. They provide information and displays that are visual. Staff talk to children about fruit and vegetables at mealtimes and describe the benefits of healthy foods. As a result, families understand the regular messages, and children bring healthy lunches from home.
- Staff promote the development of children's independence skills. Children participate well in self-care routines. They wash their hands after going to the toilet and before mealtimes. Staff talk to children who are toilet training about how to undress and dress themselves. Mealtime routines are very successful, and children practise their independence well.
- Managers work well with external agencies. They have responded well to

feedback about dental hygiene in the local community. Staff have attended dental health awareness training on oral health and healthy eating. However, at times, staff do not use the training materials and resources effectively. This can affect the quality of teaching about oral health and toothbrushing.

- Key persons have a strong knowledge of children. They observe, assess and plan activities to develop children's skills. With guidance from staff, children learn how to hold and aim spray bottles. They squeeze the trigger to create group artwork. This helps children to improve their coordination and manual dexterity skills.
- Parents are very positive about the care and learning experiences their children receive. They comment on how much progress their children have made, especially in their language skills. Parents are pleased with the ideas that staff provide them with when preparing children for school. Parents are beginning to use the new learning app to help them to support their children's learning at home.
- In general, children behave well. Staff encourage children to share and use good manners. However, on some occasions, staff do not set clear rules and boundaries. During small-group and structured activities, children become distracted as staff stop the activities to manage children's behaviour. This means that other children have to wait for staff to return and, at times, they lose interest and move away.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to reflect on the training they attend and evaluate the impact on children
- ensure that staff consistently help children to understand expectations for their behaviour, such as by establishing clear rules and boundaries.

Setting details

Unique reference number	EY538132
Local authority	Tower Hamlets
Inspection number	10316971
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	46
Number of children on roll	32
Name of registered person	Jingle Jungle Ltd
Registered person unique reference number	RP538131
Telephone number	0788 214 6620
Date of previous inspection	23 May 2018

Information about this early years setting

Jingle Jungle Nursery registered in 2016. It is located in Poplar, in the London Borough of Tower Hamlets. The nursery employs seven members of childcare staff. Of whom, six staff hold appropriate early years qualifications at level 2, level 3 or level 4. The nursery opens from Tuesday to Thursday, during term time. Sessions are from 9.30am to 2.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Davinder Dhaliwal

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.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- Staff and parents spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out joint observations of routines and activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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