

# The Jungle Day Nursery

Foxwood Road, CHESTERFIELD, Derbyshire, S41 9RF

<b>Inspection date</b>	13/09/2013
Previous inspection date	19/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The extremely successful key person process supports children in forming highly secure attachments. Staff have a very warm rapport with the children. Also, excellent interactions and thoughtful care routines foster children's well-being and contentment.
- Children thrive in this vibrant nursery where they make rapid progress in all areas of learning given their starting points. This is because the activities offered are supported by the staff's enthusiasm and expert knowledge and understanding of how children learn.
- The excellent educational programmes have depth and breadth across the seven areas of learning. Assessment is precise, sharply focused and includes all those involved in the child's learning and development.
- Staff show a very clear ambition to provide exceptionally good care and education for the children and work extremely hard to achieve this.
- High quality leadership and management underpins the outstanding practice. Processes for managing the performance of staff and their professional development are used exceptionally well and staff are well qualified and confident in their roles.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the manager and spoke to the staff, children and parents.
- The inspector observed children while they played both inside and outside, focused activities, snack and lunch times.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessments, learning journeys records and planning documentation.
- The inspector checked evidence of staff's qualifications and suitability to work with children, the nursery's documentation and policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

The Jungle Day Nursery was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises in the Chesterfield area of Derbyshire and is managed by an experienced manager and a qualified owner. The nursery serves the local area and is accessible to all children. It operates from three main play areas and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. The nursery also operates during weekends where there is demand. There are currently 79 children on roll, all of whom are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. One staff member holds Early Years Professional Status. The setting receives support from the local authority and has strong links with other providers of early years care and education.

### What the setting needs to do to improve further

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

- develop further the already very good opportunities for partnerships with parents, so that they may become involved in nursery and the activities children participate in, for example, by sharing their interests and experiences, so that they are fully aware of how children learn best through play.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are making excellent levels of progress in their learning and development in this vibrant and welcoming nursery. Children settle extremely well into the daily routines, which are organised to create innovative and challenging opportunities for them to learn and develop. Inspirational teaching techniques, combined with the care staff take to establish all available information about each child's starting points means that children settle well and become happy and confident learners. Assessment at all ages is precise, sharply focused and includes all those involved in the child's learning. It is regularly monitored by the key person and overseen by the manager. Outcomes of assessment for

learning are used to secure timely interventions and target support based on a comprehensive knowledge of the child and their family. Staff are enthusiastic and dedicated to providing exciting and innovative learning opportunities for the different ages of children attending the nursery. Planning successfully builds on children's interests and observations of their play and stimulates them, as it is flexibly adapted to meet their changing needs and interests. This in turn means that each child's learning preferences are expanded upon as staff plan for their individual steps, ensuring they learn and progress at their own pace. A highly effective balance of adult-led and child-initiated activities ensures that children are the primary instigators of their own learning. As a result, they all make excellent progress and gain a huge range of skills that will act as a very secure foundation for their future learning.

Children's learning journal records are unique and precise. Photographs and links to current guidance provides staff and parents with a clear picture of children's progress. Staff complete all required progress checks and assessments and share these effectively with parents. As a result, parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used exceptionally well in order to gain appropriate support at an early stage. As a result, all children are developing excellent skills for their future learning, such as moving through nursery and on to school. However, there is scope for improvement in developing opportunities for parents to become involved in the nursery and the activities the children part take in, so that they are fully aware of how children learn best through play.

Staff are highly skilled and all know the children extremely well. They spend the majority of their time interacting and playing with the children. This happy, secure partnership increases the level of spontaneity and creativity in children's play. All staff engage purposefully with children and make excellent use of open-ended questioning. Questions such as 'what do you think?' extend children's critical thinking, problem solving and language skills. Children enjoy communicating with each other and adults. They demonstrate competence in speaking and listening as they share their ideas and ask questions. Children are keen to join in with group activities and also play extremely well independently, concentrating for extended periods of time, for example, to solve puzzles or during role and small world play.

Older children display their growing physical skills as they balance building blocks or create using three-dimensional click-together bricks. They recognise their name in print and enjoy exploring phonics. For example, during a group activity, children listen intently for the sounds in their names and words. Staff make the most of all learning opportunities. For example, during the phonics game, staff also encourage children's simple addition as they sort and count up how many words they have found with the 'a' sound in them. Children move freely, making their own decisions about the activities they wish to explore. This helps them build confidence and independence. They enjoy singing spontaneously or joining in with other children singing simple songs from memory and having immense fun dancing along and matching actions to the songs or rhyme.

Staff understand how children learn and develop, demonstrating this knowledge extremely well through the provision of designated areas, such as cosy book corners or role play

areas. These offer children many opportunities to lose themselves in a world of imaginary and creative play, where, for example, they mix colours and create hand prints, showing skill in using paint brushes. Young children have immense fun using a mix of cornflour, water and glitter on trays and marvel at how sticky their hands become when they squish the mixture between their fingers. They explore the mixture and watch with fascination as it changes from soft to hard and giggle as it drops to the tray.

Staff encourage the babies in their play as they offer them the large selection of natural resources in treasure baskets, to promote their experiences of different textures. Babies get very excited as they shake the musical instruments and mimic the sounds they make. They move around the room freely and access a wide selection of toys, including sit-and-ride toys. Here, they confidently climb on and off the toys and rock successfully as they sing popular songs with adults. Babies enjoy investigating the sand and happily use different items to make marks. They are delighted in their efforts and when praised by staff repeat their actions again. This demonstrates their increasing physical skills as they develop their handling skills and move in excellent ways.

Older children are learning how to care for living things exceptionally well. They have grown their own vegetables, including beans and courgettes, watched sunflowers grow tall and planted herbs in the sensory garden pot. To inspire this area of learning, they visit 'Eddie' the rabbit, where they feed him his daily supply of vegetables, rabbit food and water. They watch intensely as he nibbles at the vegetables and discuss the food they eat and looking after their teeth.

### **The contribution of the early years provision to the well-being of children**

Staff's warm and attentive care helps babies and young children feel extremely at ease. Children are settled and relaxed, confidently approaching adults for support or conversation. This confidence stems from an effective key person system, in which each family and child has a special person, who gets to know them well. The nursery's approach of supporting the children and their family as a whole, ensures that every child's unique needs are very well met. Effective information sharing systems have been developed by the nursery, which always includes a morning hand over with parents or carers. This is particularly successful, as staff write down information that parents provide about home routines. Staff consider this information throughout the day to help children settle or to support them in the play. Further care plans for babies and young children are detailed and created in consultation with the key person, the child's parents and any advice from other support agencies.

Very solid procedures are in place to ensure exceptional continuity of care as children move from room to room within the nursery. For example, settling-in times are carried out with children and parents. They are introduced to the new key person and very informative and extremely well-documented reports are completed to give to them, explaining in great detail the child's welfare and learning development. Parents are also asked to fill in record sheets when they first start about their children's home routines and these are adhered to at all times, ensuring that children feel very at home in the outstandingly welcoming environment that they are in. When children are getting ready to

progress to school, the nursery also has a separate and excellent policy and procedure that is implemented to ensure a smooth move. Schools are invited into the nursery and the key person completes summaries of the children's achievements to pass onto school. This document gives parents and teachers excellent opportunities to see how children have progressed. This ensures that parents and teachers are aware of children's development, confidence and self-esteem as they go forward to their next stage of education.

Children develop excellent habits as active and inquisitive learners through their access to an excellent range of resources, including an extensive variety of natural materials and open-ended play opportunities. The learning environment is well organised and accessible with colourful designs and posters that provide children with a text rich environment. Photographs, labelling, signs and pictures help even the very youngest children develop high levels of independence and confidence as they make choices from low-level labelled toys.

Excellent systems are in place to help children learn about healthy diets. They benefit from a varied nutritious diet of meals freshly prepared on the premises. Menus are prepared to encourage the children to develop a positive taste for a healthy diet. A healthy eating initiative is well promoted in the nursery. Staff have created opportunities for all parents to become involved in promoting a healthy lifestyle for their children. Display boards, recipes and cooking classes promote this fully. Children proudly show off their physical skills as they hop, skip, spin and jump to songs, which demonstrate that they are developing a sense of exercise. Staff present opportunities for children to feel their heart beats after running around to begin to understand the effect exercise has on their bodies.

All of the children are treated with a great deal of respect. This results in a harmonious, caring environment for everyone, where every child is valued, regardless of their gender, ability or need. Children of all ages quickly learn the rules and expectations of the nursery and respond extremely well to the warm, supportive guidance of staff. Consequently there is a superb and positive atmosphere at the nursery and children's behaviour is exemplary. For example, they all are fully aware of taking turns and are extremely well mannered at all times, especially mealtimes.

Children learn about taking risks through good teaching, support and supervision, enabling them to explore, test their physical capabilities and become resilient. Stories and role play activities also help children learn about keeping safe and healthy. They quickly develop a thorough and secure understanding of the hygiene routines, which support their health and help them attend to their own hygiene needs independently. Children are made aware of safety as they move freely around the rooms and into the large outdoor area. Regular practising of fire drills and activities relating to staying safe, such as 'people who help us', ensure a safe environment and that children have an excellent understanding of staying safe.

### **The effectiveness of the leadership and management of the early years provision**

The manager is passionate about her role and her leadership is inspiring. The nursery is extremely safe with excellent security. No one can enter the premises without staff letting them in. Visitors are requested to show identification and sign into the building. Children are secure by a full fenced outside area. Very comprehensive risk assessment takes place and detailed accident and medication administration forms are implemented. As a result, children are kept safe at all times. The clear and definitive policies and procedures in place support the smooth management of the nursery. Staff's skilful implementation of these ensure that all children are highly safeguarded and robust recruitment and vetting systems ensure all people working with the children are suitable to do so. Extensive induction takes place to secure a highly skilled and quality workforce that meets the nursery's exacting criteria.

The manager and staff have an exceptional understanding of their responsibilities in meeting the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. They are highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition to this, they constantly and effectively monitor and revise their techniques in relation to children's progress and interventions where needed. As a result, they ensure that gaps are narrowing for groups of children and those identified as being in need of support. Children are supervised at all times. Management ensures effectively that there is always sufficient staff to cover the correct ratios of adults to children. Often she has more staff than is legally required.

Exceptional leadership and management, along with highly effective team working, result in a positive, inspiring environment, clearly aimed at supporting children to achieve their full potential. The nursery owner and those who take on a senior role have a very calm but confident approach to the work that they do. They are exceptionally successful in inspiring the staff team to strive for excellence. The morale of the staff is very good and they have high expectations and ambitious plans to ensure continued improvement for the nursery. Processes for managing the performance of staff and their professional development are used exceptionally well. The manager makes weekly observations on teaching within the nursery. Staff embrace this as a basis for personal development, which has in turn led to a passion for improvement and high standards of teaching across the nursery. Staff undertake regular training, either in-house or through recognised courses. This increases their knowledge base and extends their practice skills to enhance the outcomes for children even further.

The rigorous and effective processes for self-evaluation inform the nursery's priorities and are used to set challenging targets for improvement. This ongoing process in pursuit of excellence is demonstrated by an uncompromising and successful drive to strongly improve the highest levels of achievement for all children, given their starting points. Partnerships with other professionals are firmly embedded in practice due to the first-class links with a range of different agencies and organisations, such as local children's centres. This ensures that all children receive well-coordinated support, so that they thrive in this adaptable environment. Furthermore, the purposeful discussions with parents have great impact on the nursery's organisation. For example, parents understand and contribute to the self-evaluation procedure, as do staff at regular staff meetings. Children's views are also listened to through regular assessments and by taking on board their views when

being observed at play. This ensures that the exceptional drive for improvement involves all.

Information sharing and partnership working with others is excellent. Early intervention systems and links with local agencies work very well in all aspects. Inclusive practice is very successful in this nursery.

Parents are very enthusiastic to express how pleased they are with how the nursery is run and how settled their children are, through comments in questionnaires and the regular assessments that they complete each term. The manager and staff have made very strong partnerships with parents. They receive information when their children start at the nursery and can look at detailed notice boards about forthcoming events and children's learning. The nursery offer parents open evenings and they can also attend a vast amount of social events. Parents also receive daily verbal feedback and regular newsletters, which provide lots of useful tips and information for them. This includes menus, information relating to the Early Years Foundation Stage and details of where parents can find out more.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY407717
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	935808
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	108
<b>Number of children on roll</b>	79
<b>Name of provider</b>	The Jungle Day Nursery Limited
<b>Date of previous inspection</b>	19/02/2013
<b>Telephone number</b>	07936382233

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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Manchester  
M1 2WD

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