

# The Jungle Day Nursery

Inspection report for early years provision

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**Unique reference number** EY407717  
**Inspection date** 27/07/2010  
**Inspector** Yvonne Layton

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

The Jungle Day Nursery opened in 2010 and is located on an industrial estate in Chesterfield, Derbyshire. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for a maximum of 108 children under 8 years. Currently there are 95 children on roll of whom 25 receive funding and 25 children are over five years. The nursery is open Monday to Friday from 7.30am until 6.00pm all year round except for bank holidays. Children have access to a secure outside area.

The nursery employs 13 staff to work directly with the children. All of the staff hold appropriate early years qualifications. The owner, who is also the manager, holds a relevant teaching qualification. The setting receives support from the local authority early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage are happy and enjoy their time at the nursery, they make strong progress in their learning and development and their welfare is robustly promoted. Staff have a good understanding of equality of opportunity and how to promote inclusion. Children's needs are effectively met through recognising and supporting their uniqueness. Pro-active links with parents and other providers help to ensure consistency in care and education. The management and staff of the setting have a passion and very strong aspirations for developing the quality of the nursery to drive and maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend opportunities for children to free flow inside and outside and review routines for after snack and before lunch
- develop further support for all children towards the early learning goals with specific reference to extending opportunities for children to experience activities to and from the community, nature and review the outdoor environment and resources
- develop further self-awareness and socialisation by extending older children's independence skills at lunch, provide younger children with a wider range of cutlery and provide a different system instead of placing snack food onto the table or on knees.

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

Children are well-protected as there are clear safeguarding children procedures and staff have a good understanding of their responsibility in protecting children. Risk assessments are carried out, including an review of accidents. All areas, equipment and resources are in good condition, clean and safe. Required policies and procedures are in place and records are carefully maintained. Children's safety is assured as the security of the premises is robust and procedures for arrival and departure ensure children are handed over safely to a known adult.

Efficient systems are in place for recruiting and checking the ongoing suitability of staff, including a document for staff to declare any changes in health or circumstances that may affect them caring for children. There are effective systems in place to cover staff absences and emergencies. Children's welfare is supported well as the staff complete and appropriately involve the children in established consistent hygiene and safety procedures.

Children's learning is successfully promoted as the staff are knowledgeable about implementing all aspects of the learning and development elements and welfare requirements of the Early Years Foundation Stage. All areas of learning are visited within detailed planning. Each child has individual development assessments which detail individual progress, next steps are clearly identified and parent input is encouraged. This alongside children's interest, spontaneous themes and events are used to inform planning. Self-selection by all of the children is a focus of the setting and staff ensure children experience activities that meet the areas of learning. However, a review of some of the routines would enhance children's experience. Although indoor activities are available outside and staff respond to requests for resources children do not have access to the indoor rooms when outside. Some children spend overlong outside resulting in some of them drifting, becoming rather fraught which results in squabbles and minor accidents. Also while older children are in the library, prior to lunch, those who are interested in the story are disrupted by children who are not. The outside area is suitable however it is generally not a fully stimulating environment and some resources are limited such as toddler tricycles.

Inclusive practice, equality policies and procedures are carefully implemented throughout the nursery so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to well and care requests from parents are pro-actively met, including dietary needs. Children's individual learning styles are identified well as staff spend time getting to know them. Partnerships with parents and carers is very strong. Staff work closely with them and confidently know each child's personal and personality details. There is a superb two-way sharing of written information, including ongoing recording of children's information, daily care and a separate communication book for new things or special events while the child is at the nursery. Questionnaires are positively used with parents. This is excellently enhanced by daily informal discussion with parents and carers. The nursery actively support the families. Parents have access to the group's policies, procedures and regular newsletters

which keep them informed of events. Links with other settings and agencies are well-established and promote integration of care, education and extended services. This includes a communication book and individual learning sheets.

Management are passionate and staff fully committed and focussed on providing children with an exciting, enjoyable and stimulating experience. There is extremely well-focussed identification of priorities for improvement. Children's learning and welfare is superbly promoted as there is a very strong pro-active ethos to evaluate all aspects of the provision with the staff team continually reflecting on their practice. There is an extensive range of different evaluation systems used throughout the nursery including management, staff in each of the children's room and individual staff action plans. During staff meetings and individually the team consider how the setting can be developed and children's experiences enhanced.

## **The quality and standards of the early years provision and outcomes for children**

Children are very happy and settled at the group. Play is purposeful as staff give encouragement and ideas about activities. Children concentrate well, become involved in activities and confidently self-select and enjoy activities alone, in small groups or with an adult. Staff become involved in activities or stand back to enable children to experiment and explore. They get children to think critically as they pose challenging questions. Interactions are very good and all children benefit from caring, warm staff. Children's communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives. They are learning good social skills as staff consistently explain reasons for good behaviour and children are encouraged and do consider each other. Independence is promoted as children complete appropriate jobs such as helping to clear away activities and mixing powder paint. However, independence is not fully promoted as lunch is served by staff to older children and younger children who are learning cutlery skills are only given a knife and fork. At snack time, the tables are thoroughly cleaned, but food is placed directly onto the table and older children sitting on the floor have to balance the food on their knees or hold it in their hand. A strong sense of self is promoted as staff use positive encouragement and praise. They use non-verbal expression to enhance all children's development such as staff use floor level mirrors for the children to explore each others faces, name facial features and watch facial expressions linked to sounds.

The learning environment overall excellently supports children's progress towards the early learning goals. Throughout children's learning is promoted as there is a good balance of child-led and interest activities and adult-led activities. For example, a rich variety of child-led with adult support, spontaneous and planned problem solving and calculation activities. Children's experience is enhanced as they request activities and themes that interest them. Resources are easily accessible, including babies resources. Self-selection trolleys of craft and mark-making resources are available in all rooms. Activities and themes are extended and developed from children interests, ideas and events. For example, staff introduce new items to activities such as water is brought to enhance an 'fish' activity. Throughout the setting, children have the opportunity to undertake

creative activities and enjoy many free expression activities such as free painting, small world and role play. This includes, home-made resources, including water glitter bottles and household items such as paper carrier bags and a 'sea' made from blue material and cardboard boxes. Children spend the day planning and preparing a dressing-up fashion parade. They prepare posters, devise a seating area and invent their own outfits. Creative projects, including national and international celebrations, incorporate children's choice as they select their own resources and content of art and craft activities. A love of books, singing and rhymes is developed including spontaneous story telling with staff and children sitting cosily together.

Technology skills are enhanced as children confidently use an interactive white board computer. All children have access to a variety of music resources. Different media is used to develop early writing and sensory skills such as jelly, corn flour and sand. Letter recognition and early sound skills are progressed as staff use rhymes and phonics. Children do have some opportunities to be away from the nursery environment such a visit to the town museum and a walk in the car park to investigate insects and pick blackberries. They have grown some plants but generally visits to and from the local community and nature activities are limited.

Children's welfare and safety is robustly supported. They feel safe in the group and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about danger by themed activities such as road safety. Different scenarios for fire evacuation, including a 'fire card', where a card is used to tell children and staff they cannot access an area ensures they are equipped to remain safe in an emergency. They keep fit as they undertake physical activities such as dancing to music, including toddlers freely and expertly dance to favourite music and older children have access to computer fitness games. Children learn about food through baking and food tasting activities. They develop a good understanding of different diets as the setting use different colour plates for specific meals. Within this staff clearly explain why there are specific colour plates for children. Throughout related activities and snack time staff talk to the children about healthy eating, self-care and promote good hygiene.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met