

Jungle Cats Nursery

Inspection report for early years provision

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Inspector

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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

Jungle Cats Nursery opened in 2004. The setting operates from four play rooms in a purpose-built facility within the South-Essex College. It is situated within walking distance of schools and shops in Southend-on-Sea, Essex. All children have access to a secure outdoor play area. A maximum of 35 children may attend the nursery at any one time. The setting's play scheme is registered for a maximum of 30 children aged five to eleven years. The nursery opens five days a week from 08.00am to 06.00pm Monday to Friday, all year round. The nursery play scheme operates during the school holidays.

There are currently 58 children aged from nought to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days or out of school care. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs and English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 25 staff, of whom 24 of the staff, including the managers, hold appropriate early years qualifications. There are currently six staff members working towards higher level early years qualification. The manager is working towards a degree in early years. The setting receives support from both the local authority and the Pre School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the early years age range benefit immensely from the exceptional knowledge and understanding the staff have of the Early Years Foundation Stage. The provision of purposeful free-play, routines and activities are skilfully organised in building on children's individual interests and needs. Excellent partnerships with parents and other agencies have been established, ensuring successful continuity of care to support the whole family. Very high standards of cleanliness and extremely effective safety procedures are maintained throughout the provision. There is a very strong ethos of reflective practice which leads to continuous innovation and improvement, this ensures that children thrive as staff consistently monitor and evaluate what they do.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing and revising self-evaluation systems to ensure reflective and

continuous progression.

The effectiveness of leadership and management of the early years provision

Children are very much at the heart of all that matters in the setting and every staff member strives to provide very high quality care and learning. The staff team is well trained as there is a strong commitment for continued professional development, driving and embedding continuous improvement. There are clear action plans which include updating all staff's first aid training and continued planned developments such as improved links with other early years providers. Ample space is provided for children to explore in hygienic and safe conditions and a great deal of care and thought is put into the provision. All areas of the nursery, both indoors and outside provide exciting areas of play, fostering children's choice and independence. There is a very good range of exceedingly high-quality resources and equipment. Self-evaluation is in place identifying their strengths and areas for development, however, self-assessment is not yet fully embedded within the nursery practice.

Documentation is successfully organised, promoting an efficient and safe management of the provision. Policies and procedures that are individual to the setting are robust and fully support the practice of the staff team. Children are safeguarded because the provision has a detailed child protection policy and clear flowcharts detailing the procedures to take if there are concerns regarding a child's well-being. Staff recruitment and induction procedures are in place and they are robust and effective, regular reviews are undertaken assessing staff's suitability, this includes peer observations and reflective appraisals. Children are well-protected because staff undertake thorough risk assessments each day to ensure that any potential hazards are removed or made safe. Staff are extremely vigilant about the security of the children. There are clear policies and procedures in relation to use of and processing of children's photographs, and also mobile phones, which are prohibited within the nursery. Arrival and collection procedures are efficiently implemented; this includes recording and monitoring all visitors at the provision.

The management and staff recognise the value and importance of fully including the parents as it is integral to the well-being of the children in their care. The procedures for involving parents and keeping them informed of their children's development are comprehensive and very effective. Parents' views are actively sought through questionnaires or discussions, there are comprehensive written daily feedback sheets for parents. New parents complete 'All about me' forms about their child, and all children's Learning Journeys are shared on a regular basis. The smart board located in the reception area, provides parents with continued visual images of children's daily activities. Parents are very keen to express their satisfaction and say they are delighted with the care and education their children receive, they feel their child is valued as an individual, staff are flexible and listen to parents' views and will respond to any requests promptly. The transition officer ensures good links have been developed with primary schools and

others delivering the Early Years Foundation Stage. This ensures positive transitions and promoting of continuity of care for all children.

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

The provision for promoting children's learning and development is excellent. Children are exceptionally happy and thoroughly enjoy their time at the setting. They enjoy the purposeful free-flow play and accessing the outdoor area. Consequently, there is positive and sustained curiosity about their play and learning. Staff have high and realistic expectations for each child and the children rise exceptionally well to the challenges presented to them. Children show high levels of curiosity as they plunge into new malleable and sensory experiences and also demonstrate a great deal of pleasure playing with well-loved favourites such as sand and water play. They go on nature walks, to Hockley woods, trips to the local beach and the aquarium centre, further extending and consolidating their learning. Children learn about the wider world as they play with a culturally rich variety of play materials, including books, puzzles, dolls, and play people. Individual book corners are warm and inviting areas for children, where the range of books offer both instruction and delight. The under twos are very well supported as staff record detailed notes on children's individual care routines and young children's sleep patterns are respected. Staff ensure that they are close by the babies, helping them in their physical skills and ensuring that they have access to a good range of activities and play experiences. This ensures that the younger children are fully integrated within the nursery.

Planning reflects the themes and principles of the Early Years Foundation Stage. As staff have successfully implemented and embedded planning, observation and assessment systems, ensuring a cyclical process within all areas of the learning and development requirements. Planning comes from children's interests, for example, the Medieval Day, linked with fairy tales was a particular favourite. Staff maintain detailed informative records of progress and assessment of individual children's achievements. Planning takes account of each child's interests and abilities and provides a broad and balanced range of activities across the six areas of learning. Children benefit because the staff make excellent use of the available resources. They understand that by setting out the rooms appealingly, children will be enticed into exploring and investigating. The outdoor environment is exceptionally well-used, providing a stimulating resource through which all aspects of the curriculum are taught. The children particularly enjoy playing on the mini roller coaster and exploring the wood section for worms and insects. Older children attending the holiday play scheme enjoy their time at the setting as they help plan the activities, and they include trips to local woods and beach and visitors such as 'the mad scientist' are invited into the setting.

The promotion of children's rights is at the heart of the provision, as children are able to play, explore and learn at their own pace. Staff ensure all resources and activities are available to all children, this includes children with English as an additional language, as routines are organised to meet children's individual needs and interests. There is a strong focus on children's personal, social and emotional

development and routines are based around children's individual needs and developmental progress, consequently all children are very secure and thrive in the provision. Staff consistently put children's individual needs and interests first. Children are respected, treated with concern, and consideration is given to all those at the provision. Therefore children behave well and understand what constitutes right and wrong. They strive to do their best and to be friendly and care for others. The staff have a positive, consistent approach. They take account of each child's level of understanding, have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times.

Children thrive because very good attention is given to health and hygiene routines. Children are consistently reminded to wash their hands when necessary. Nappy changing is hygienically and sensitively undertaken in a separate area away from the space used for play, sleep or eating. Healthy snacks and meals are prepared to a high standard, and the nursery cook passes on important dietary information to parents regarding young children's dietary needs. Children display an excellent understanding of how to keep themselves safe as they negotiate all areas of play safely and they know procedures when practising the fire drill. Children are given responsibilities in relation to their individual competencies; this includes washing the snack bowls and cups, further developing children's understanding of personal safety and promoting healthy lifestyles.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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