



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY291806

DfES Number: 519409

INSPECTION DETAILS

Inspection Date 05/01/2005
Inspector Name Janette Elaina Langford

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Jungle Cats Nursery
Setting Address South East Essex College
Luker Road
Southend-on-Sea
Essex
SS1 1ND

REGISTERED PROVIDER DETAILS

Name South East Essex College

ORGANISATION DETAILS

Name South East Essex College
Address Luker Road
Southend-on-Sea
Essex
SS1 1ND

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Jungle Cats Nursery is run by South East Essex College. It opened in 2004 and operates from four play rooms in a purpose built facility within the college. The nursery offers places for for children of staff and students at the college and the HSBC Bank. A maximum of 35 children may attend the nursery at any one time. The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are currently 47 children from three months to under five years on roll. Of these 19 children receive funding for nursery education. Children come from a wide catchment area. There are no children currently attending who have special needs. However the nursery supports a small number of children who speak English as an additional language.

The nursery employs 20 staff. Twelve of the staff, including the manager hold appropriate early years qualifications. Three members of staff are currently working towards a qualification.

How good is the Day Care?

Jungle Cats Nursery offers satisfactory care for children.

The two managers hold appropriate qualifications and understand the importance of ongoing training for themselves and for staff. The setting is well organised, with good use made of staff, space and resources. The self contained, purpose built premises offers children a comfortable and spacious environment. Infants under two years are cared for in one room where they can play, sleep and eat in a calm atmosphere. Equipment and toys are appropriate for their purpose. Most documents are in place.

The risk assessments identify and reduce some risks and hazards to children but do not effectively cover all aspects of the provision. There are policies regarding preventing the spread of infection in the nursery, however, policies relating to the cleaning and sterilising of equipment and toys are not always put into practice. Children are provided with regular drinks and nutritious meals and snacks and staff

are aware of food allergies and other dietary requirements. There are appropriate child protection procedures and staff understand their responsibilities.

Staff plan activities for all children and refer to 'Birth to three matters' for the under threes. Staff observe and record what children do to help them plan the next steps in children's play and learning. The nursery environment reflects positive images of culture, ethnicity, gender and disability. Staff understand that some children may have special needs and there are systems in place to reflect this. Staff have high expectations of children's behaviour and they respond well.

Parents are invited into the nursery to discuss issues regarding the setting. This includes safety initiatives and staffing changes. They can access information on the notice board and are given daily record sheets to keep them informed of what their child has done during the day. However, the records of medicines administered are not currently being signed by parents.

What has improved since the last inspection?

n/a

What is being done well?

- There is an equal opportunities co-ordinator within the nursery who has built up a resource folder to help with ideas on festivals so that children can begin to develop an awareness of other cultures.
- There is an extensive behaviour management policy with clear steps to follow, which is shared with parents. Staff implement consistent strategies, such as negotiation and praise with children to encourage their good behaviour.
- Food is prepared by the college kitchens and arrives in the nursery in a heated trolley. The menus take children's individual dietary needs into consideration and is available in adequate quantities. Snacks and drinks are prepared in the nursery kitchen and are healthy and nutritious.

What needs to be improved?

- risk assessments
- practices relating to the cleaning and sterilizing of equipment.
- medication records.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Improve practice relating to sterilising and cleaning equipment.
6	Improve risk assessments to fully cover all areas of the nursery and equipment.
12	Ensure parents sign the record of medication administered.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Jungle Cats Nursery is good. It enables children to make very good progress towards the early learning goals in their communication language and literacy and physical development and generally good progress in all other areas of learning.

Teaching is generally good. Most staff have experience or training in the Foundation Stage. The planning and teaching closely follows the early learning goals and the stepping stones and staff build on what children already know. Planning is undertaken by the staff and has clear aims, although little differentiation is included. Evaluations are informative but some are more detailed than others.

Staff encourage children to ask questions, think and demonstrate what they know and understand. New experiences are encouraged and staff have innovative ideas which they can contribute to make children's learning experiences fun. However, there are fewer opportunities for the more able children to take on responsibilities and develop their independence. Staff spend most of their time working with children and understand the importance of keeping progress records up to date to help with planning and identifying children's next steps in learning.

Leadership and management is generally good. All relevant information is shared with staff. Their training needs are identified and they are encouraged to attend training to increase their knowledge. The two managers work closely together and although they are office based, they regularly help out in the nursery, enabling them to monitor practice.

Partnership with parents is generally good. The early learning goals are explained to parents and a written record of each child's day is sent home. There are reports written for parents when the child leaves the provision but the onus is on the parents to ask for verbal updates. Some children take home reading books to share with their families.

What is being done well?

- Interaction between staff and children is very good. There are opportunities for children to talk in small groups and learn the importance of listening to others.
- Children are encouraged to write their names and to use their name cards to identify things they have made.
- The planning ensures that all areas of physical development are covered each day so that children get regular opportunities to become skilful in using both large and small equipment.
- Children sometimes choose musical instruments as a free choice activity.

The instruments are also used in a controlled manner in singing activities and children know how to use them properly.

What needs to be improved?

- opportunities for more able children to take on real and appropriate responsibilities
- the system of sharing information with parents about their child's progress towards the early learning goals.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Children now have greater access to their written names to use in ongoing routines and play activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and developing good relationships with one another. They display good behaviour, self control and show care and concern for others. Children are willing to tackle problems and take initiatives, however there are missed opportunities for more able children to manage some developmentally appropriate tasks and develop their independence. Children are beginning to show of sense of their self as part of the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children initiate conversations, enjoy small group and one to one stories, and listen well. They use their language for thinking, sometimes narrating their play or recalling an event. Children recognise their names and there are activities to develop their skills in letter formation. More able children are beginning to read a selection of words and most children can handle books appropriately. They are encouraged to make their own books with pictures and words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There are lots of opportunities during everyday routines for children to develop their understanding of numbers as labels and for counting, and they are beginning to see maths as purposeful. Children take part in activities which show adding one more and comparing numbers, although there is less emphasis on practising simple calculation within the routines. Children are beginning to learn about shape, space and measure through free play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to look at change and learn about plants. They enjoy making models with used materials and regularly have access to construction sets. The computer is used effectively to help children appreciate its usefulness, eg. searching for information and printing symmetrical patterns. Children are beginning to develop a sense of time and place and have some spontaneous trips into their local community. Festivals from other cultures are planned into the curriculum.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use their bodies to copy a range of movements in action songs and rhymes and music and movement. They practise moving in different ways on assault courses. They are developing an understanding of their health and bodily awareness, including the effects of activities on their bodies. There are opportunities for children to use equipment and large apparatus and ample activities to practise their hand eye co-ordination skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to explore colour and textures and use art and craft materials imaginatively. They enjoy free access to musical instruments and can use them to tap out rhythms. There are some props to support imaginative play each day but no role play area, such as a 'home corner'. Children are encouraged to talk about their feelings and to use their senses to discover things.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide additional opportunities for more able children to take on real and appropriate responsibilities to increase their independence
- devise a system for sharing information with parents about their child's progress towards the early learning goals.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.