

# Jungle Junction

Duke Street, Manchester M34 2AN



<b>Inspection date</b>	22 February 2019
Previous inspection date	15 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of practice has risen rapidly since the previous inspection. The action and recommendations have been met and the provider has recruited qualified staff. These improvements have resulted in a highly effective team which puts children first.
- Staff benefit from effective training and development opportunities. They share their knowledge with each other, which enhances outcomes for children. For example, staff caring for toddlers reflected on their practice and have used knowledge from recent training to enrich the learning environment.
- Staff are kind and caring towards children, which support their emotional well-being. Staff implement effective behaviour management strategies that are adapted to each child's age and stage of development. As a result, the behaviour of all children is good.
- The nursery is welcoming and well resourced. Most notable is the baby room, which is calm, tranquil and provides a safe environment for babies to freely explore. Babies practise their emerging physical skills as they totter around the room. Their safety is fully assured because staff are close by and offer lots of support and encouragement.
- Managers use early years pupil premium funding well to ensure that disadvantaged children achieve as well as other children. Recent funding has been used to support children's early literacy and physical development.
- Occasionally, staff underestimate what children know and can do, which means activities are not consistently pitched at the right level. This is particularly evident for the most able children.
- Managers do not consistently check the accuracy of staff observations and assessments. As a result, managers are unable to monitor and track children's progress with precision.

## What the setting needs to do to improve further

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

- ensure that children, especially the most able, are consistently challenged to help them make faster progress
- ensure the systems for observing and tracking children's progress are accurate so that staff can plan more precisely for children's next steps in learning.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector reviewed the nursery's self-evaluation and discussed improvements made since the previous inspection.
- The inspector spoke to parents during the inspection. The inspector also considered parents' testimonials provided by the nursery.
- The inspector held discussions with managers.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Tricia Graham

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff maintain a safe and secure environment. Staff supervise children well and are deployed effectively to ensure children's safety. For example, staff stay close to babies as they explore different textures, such as dried cereals, with their mouths. Staff accompany children to the bathrooms and carefully monitor children as they sleep. Staff keep their knowledge of child protection up to date through relevant training. Consequently, they are aware of the procedures to follow in the event of a concern. The nursery's policies and procedures are shared with parents, which ensures children's safety. For example, parents understand and adhere to the mobile phone policy. Parents are extremely complimentary of the care their children receive and they are hugely supportive of the nursery.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff provide a stimulating learning environment that ignites children's interests. Pre-school children develop their creativity as they decorate vegetables, such as broccoli and parsnips, to make their favourite superheroes. Toddlers take part in role-play activities as they bake cakes. They count how many they have made and carefully place them into the oven. Staff engage well with the toddlers and introduce a sand timer to help them understand about time. As the toddlers wait patiently for their cakes to bake, they sing number songs, which further supports their emerging mathematical skills. Although assessments of what children know and can do are not consistently accurate, staff work hard to build on children's prior learning. For example, staff work closely with the local schools that children attend and plan activities that complement children's learning at school. The recent topic of hibernation evolved into a topic about habitats, which helped children learn about the natural world.

### Personal development, behaviour and welfare are good

Children benefit from lots of opportunities to develop their independence. As a result, they are incredibly independent and display a can-do attitude. Toddlers pour their own drinks and pre-school children use scissors with proficiency. Staff celebrate children's good behaviour with rewards and kind words, which boosts their self-esteem. Children enjoy a wide range of physical activities, such as yoga and swimming sessions, which help them understand the importance of exercise. Children learn about similarities and differences. For example, photographs of family members are displayed in the toddler room which help toddlers learn about different families. Children also take part in fundraising activities, which helps them to learn about those who are less fortunate.

### Outcomes for children are good

Children are confident learners who are equipped with all the skills they need to progress on to their next stage in learning. The impact of good-quality teaching in early mathematics is evident in children's desire to learn more. They explore different shapes in everyday activities and use the number line to count from zero to 20. One member of staff has had phonics training and her skills are now being used by other staff, who teach phonics well. As a result, children are learning basic letter sounds, which supports their literacy skills. Outcomes for children are good.

## Setting details

<b>Unique reference number</b>	EY497637
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10095107
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	109
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Jungle Junction Ltd
<b>Registered person unique reference number</b>	RP535127
<b>Date of previous inspection</b>	15 May 2018
<b>Telephone number</b>	01614253031

Jungle Junction registered in 2016. The nursery employs 18 members of childcare staff, including the manager. Of these, 10 hold appropriate early years qualifications at level 3, four hold level 2 and one holds level 5. The nursery opens Monday to Friday all year round, from 7.30am until 6.30pm. It provides funded early years education for two-, three- and four-year-old children.

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