

# Inspection of Jungle Tots Day Nursery

17 Coningsby Road, Peterborough PE3 8SB

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Inspection date: 13 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are all very happy and settled in the care of the staff in their room. Staff provide them with a broad range of interesting activities that reflect their interests and what it is they need to learn next. Older children show a strong ability to work together to solve problems, for example how to remove sand from pipes so that water can flow freely through the channels. In turn, they fetch bowls of water to flush the sand out, and delight when water begins to flow and collect in the bowl at the bottom.

Children gain great confidence in their physical abilities. All children enjoy regular use of the adjoining soft-play centre, which provides plenty of opportunities to consolidate and challenge their physical skills. Staff place emphasis on children's communication and language development in each room. Toddlers show delight and anticipation as a familiar story is 'sung' to them. The member of staff uses wonderful intonation and rhythm to engage all of the children. Babies use props to join in familiar songs and rhymes as they learn to count down from 'Three little men in a flying saucer'. Pre-school children remember new vocabulary they have recently learned, such as 'cavity'. They remember how they can best prevent cavities through good oral health routines.

### **What does the early years setting do well and what does it need to do better?**

- Rooms where children are cared for are very well organised and resourced, bright, spacious and welcoming. Outdoors is also a stimulating learning environment. Staff know their key children very well. All children, including those with special educational needs and/or disabilities or those who speak English as an additional language, make good progress in their learning and development.
- Arrangements for planning and assessment are consistent in each room. Staff make observations of children's learning, which they upload to an online programme so they can be shared easily with parents. Staff use this information, and that from parents, to identify and plan for children's next steps in learning.
- Partnerships with parents are strong. Pre-school children take home activities and books to share with their parents. Babies take 'Lenny the lion' home for adventures to later share with the rest of the children. Parents are unanimous in their positive feedback about the staff, facilities and level of care. For example, one parent said, 'I cannot praise the nursery highly enough. They do a fantastic job and I wouldn't dream of sending my child anywhere else.'
- Staff who undertake additional responsibilities, such as special educational needs coordinator, have a clear understanding of their role. They work closely with outside professionals and local schools to ensure that children receive the support required.
- Teaching is of good quality. Staff promote children's curiosity and exploratory

skills. For example, children look for minibeasts in the flower beds, make salt dough, mix coloured paint with pipettes and investigate a tray of real vegetables. Staff ask older children questions and talk about what they are doing. However, sometimes they do not give children the time needed to think and use their communication and language skills to make their response.

- Staff promote equality and diversity very well. Children are taught to respect one another's similarities, differences, choices and opinions. They take part in a broad range of activities that help them to learn about different cultures, languages and backgrounds. However, the organisation of some group times is not always highly effective. Some children, especially those sitting at the back of the group, lose interest and therefore do not benefit from the rich learning opportunities these times offer.
- Children's dietary requirements are well known and there are clear systems to ensure that children only eat the food they are supposed to. Mealtimes are sociable occasions. Staff use these opportunities to sit and chat with children.
- The manager has a clear overview of the strengths and weaknesses of the provision and includes all staff in driving continuous improvement. The manager has a clear commitment to staff training and this has a positive impact on the quality of care offered to children. Staff work very well together as a team. They say that they value the manager's commitment towards their continued professional development and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their safeguarding responsibilities. They understand the signs and symptoms of potential abuse and know when to report concerns to statutory agencies. Staff regularly refresh their safeguarding knowledge through training and discussions at staff meetings. Recruitment and induction procedures are robust and ensure that only those who are suitable care for the children. There are clear procedures in place to ensure staff's ongoing suitability is assured.

## **What does the setting need to do to improve?**

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

- organise group times more effectively to ensure that every child benefits from the rich learning opportunities these offer
- allow children enough time to think and respond to questions asked as they play.

## Setting details

<b>Unique reference number</b>	2560857
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10240012
<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 at time of inspection</b>	0 to 10
<b>Total number of places</b>	99
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Forster Day Nurseries Ltd
<b>Registered person unique reference number</b>	2560856
<b>Telephone number</b>	01733 303775
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jungle Tots Day Nursery registered in 2019. The nursery opens from Monday to Friday, 7.30am to 6.30pm, all year round. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or level 3 and two members of staff hold a qualification at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anna Davies

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager completed a learning walk with the inspector and discussed the curriculum and what it is that they want their children to learn.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- A number of parents provided written feedback to the inspector, who took account of their views.

We carried out this inspection 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.

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