

Inspection of Little Jungle School of Early Childhood

60a Amott Road, LONDON SE15 4JD

Inspection date: 5 April 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are encouraged to use the opportunities presented by the nursery to follow their interests and thoroughly explore the excellently resourced learning environment. Staff give exceptional thought to the education programmes they plan and have high expectations of what children can achieve. Children develop impressive levels of concentration, creativity and language skills while exploring and modelling with clay. They use their wonderful imaginations to compose objects and artworks and express their joy and pride with gestures and strong early language skills.

Children display high levels of confidence, self-esteem and personal independence. They play an active role in the day-to-day running of the setting. Children wait with anticipation for staff to announce the names of the day's 'helpers'. They beam with pride when it is their turn. Children are guided by a nurturing and empathetic staff team, who know children extremely well. Staff use their wealth of experience to identify gaps in children's development. They address these gaps by implementing highly effective interventions. Children are empowered to take control of their learning with skilled guidance from staff. Children have excellent manners, and they play cooperatively in the stimulating learning environments that staff provide.

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

- Children show high levels of curiosity and perseverance in their play. In a highly stimulating 'shadows and light' activity, babies discover the connection between their torches and the light that shines on the wall. Their faces show delight and wonder when they learn they can control the movement of the light. Children develop a greater understanding of mathematics, science and their place in the world.
- All children, including those with special educational needs and/or disabilities (SEND), get the very best support for their learning needs. SEND leaders meet regularly and use their collective knowledge and experience to develop incisive learning plans for individual children. External agencies contribute to these plans when required. This ensures all children make the best possible progress.
- Staff use the settling-in process to gather insightful information about children. They use this to plan familiar care routines. From the start, strong communication supports staff to build excellent relationships with parents. Parental engagement and involvement are valued and there is a highly effective two-way flow of information. This promotes the very highest levels of consistency for children's care and learning.
- Staff role model the setting's values of respect, responsibility and community to the children in their care. Children consistently demonstrate their understanding of these values. They share with their friends, take turns, help staff with daily

tasks and take pride in their many achievements across the day.

- Children in this setting are aged 10 months to two and a half years. Staff support children to express themselves using a wide variety of materials. Children's previous learning is made visible, and they reflect on prior experiences. For instance, pictures on the wall show children's mark-making compositions. This means children's ways of communication evolve as they recall their previous learning.
- Staff enable children to develop excellent independent self-care skills at a young age. Children wash their hands before mealtimes and even the youngest children try to undress by themselves when it is time to nap. By the time children are ready for pre-school, they can complete tasks, such as putting on their shoes and coats and using cutlery at mealtimes.
- Staff express an extremely high level of satisfaction in their roles. They say their ideas are valued and they are fully supported to access training to close any gaps in their knowledge. New members of staff are guided through a comprehensive induction process, which sets them up for success in their role.
- Leaders ensure feedback is constructive and that the emotional well-being of staff is prioritised and promoted. This results in extremely low staff turnover and a highly collaborative working environment. Children benefit enormously from the consistency of staff and the smooth day-to-day running of the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular safeguarding training and hold paediatric first-aid qualifications. They have a secure knowledge and understanding of child protection issues. Staff fully understand their roles, safeguarding procedures and their responsibility to promote children's welfare and well-being at all times. Staff recruitment follows a rigorous procedure and includes an extensive induction programme. Ongoing supervision ensures staff are suitable to work with children. Staff maintain a safe environment for children, both indoors and outdoors. They complete thorough risk assessments to help ensure the areas of the premises children access are safe and suitable.

Setting details

Unique reference number	EY403160
Local authority	Southwark
Inspection number	10128487
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 2
Total number of places	24
Number of children on roll	35
Name of registered person	Little Jungle (U.K.) Ltd
Registered person unique reference number	RP903488
Telephone number	0207 277 7171
Date of previous inspection	17 April 2015

Information about this early years setting

Little Jungle School of Early Childhood registered in 2011 in East Dulwich in the London Borough of Southwark. Babies and toddlers are cared for in this building. Older children are cared for in a separate building nearby. The nursery is open from Monday to Friday, between 7.30am and 6.30pm, throughout the year. The manager has a relevant childcare degree and most staff hold a relevant qualification at level 3.

Information about this inspection

Inspector

Trina Lynskey

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.
- The manager completed a learning walk with the inspector and discussed how the curriculum and setting are organised.
- The inspector observed the quality of education being provided indoors and outside and assessed the impact this was having on children's learning.
- The inspector held discussions with managers, children and staff at convenient times during the inspection and took account of their views.
- The manager and the inspector conducted a joint observation of an adult-led activity and evaluated the impact on children's learning and development.
- The inspector reviewed a sample of relevant documents, including suitability checks, policies, procedures and other records regarding health and safety.

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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