

# Inspection of Little Jungle School of Early Childhood

47a, Amott Road, London SE15 4HU

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Inspection date: 23 May 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children arrive happily and excited for their day at this exceptional nursery. They confidently greet staff by name, and staff enthusiastically share the stimulating activities on offer with children and parents. Leaders have created a rich and meaningful curriculum that is extremely well sequenced, and all staff implement this effortlessly. Staff provide warm and caring relationships with children. Children listen intently to adults and respond well to their instructions.

Children are highly motivated learners and are eager to join in activities. Staff respond to children's behaviour exceptionally well. Older children learn to manage their own conflicts. Staff are superb role models and demonstrate a deeply embedded, positive attitude to play and learning. As a result, children play wonderfully together and show kindness and consideration to their peers.

Staff captivate children's attention while reading stories to them. They use interactive stories to introduce a variety of characters to children to support their understanding of different people and communities around them. Children are provided with a wealth of experiences to broaden their knowledge of the world. They benefit from visiting the local park in the area. Children use their acquired knowledge of playgrounds to share their own ideas and thoughts on ways to develop their own nursery garden.

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

- The manager plans a meticulous curriculum that focuses on developing children's resilience and independence. All staff understand what children already know and can do, and use expert teaching methods to extend this. For example, two-year-old children enjoy exploring a project about paper. They investigate the different ways paper can be used and make their own creations. Supportive staff skilfully involve children's interest in movement. They encourage children to look at how they can make their paper move and introduce early positional language such as 'up' and 'down'. Older children show interest in mechanics. Together they plan how they are going to create their own 'zip-line' and work cooperatively together, sharing their own thoughts and ideas.
- Young children learn to serve their own food and drink at mealtimes. They confidently scrape their plates when they have finished. Children enjoy being given a 'special helper' responsibility and excitedly take a trip to the kitchen to discuss the menu of the day. Children excitedly collect ingredients from the kitchen and discuss the different properties of these with their friends. They discuss the different colours and talk about what they may taste like. This supports children to develop healthy lifestyles.
- Children enjoy being physically active in their play. They confidently learn to

manage risks when creating their own slide in the garden. They skilfully balance wooden logs together and walk up and down. Children support each other and hold each other's hands for support.

- Staff value partnership working with parents and other professionals. Staff know all children extremely well and confidently discuss children's individual needs. They skilfully use children's interests to support them with next steps in learning. As a result, all children, including those with special educational needs and/or disabilities (SEND), make substantial progress in their learning.
- Partnerships with parents are exceptional. Parents feel incredibly involved in their child's learning and development at the nursery. They highlight that the individual care and attention their children receive is wonderful. Parents explain that the caring and inclusive culture of the nursery is fantastic. They explain their children become very excited when they arrive and describe staff as 'friendly' and 'loving'.
- Staff report they feel very well supported by leaders and managers. They benefit from an extensive range of training opportunities to support them in their role. For example, staff take the lead on delivering workshops for parents to support their own progression in a managerial role.
- Leadership across the nursery is inspirational. The deeply embedded reflective culture ensures that all children receive the best start to their early education. This is a shared value with all staff. Leaders and managers create a supportive ethos, where all staff feel empowered.

## Safeguarding

The arrangements for safeguarding are effective.

Children receive highly focused support from staff and have developed a secure understanding of how to keep themselves safe during activities. Staff complete detailed risk assessments to ensure that all activities provided to children are safe and suitable. Staff have excellent understanding of how to keep children safe from harm. Leaders and managers ensure that staff receive regular training, including on wider safeguarding issues. This helps to ensure that staff are aware of their own roles and responsibilities to keep children safe. Staff show a secure understanding in the correct procedures to follow when reporting any concerns, including if they were concerned about the conduct of a colleague.

## Setting details

<b>Unique reference number</b>	EY491083
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10285935
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Little Jungle (U.K.) Ltd
<b>Registered person unique reference number</b>	RP903488
<b>Telephone number</b>	0207 277 7171
<b>Date of previous inspection</b>	24 October 2017

## Information about this early years setting

Little Jungle School of Early Childhood registered in 2015 and is located in the Peckham area of the London Borough of Southwark. The nursery employs 19 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery operates Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Holly Todd

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager and room leader.
- Parents shared their views of the setting with the inspector.
- The operations manager showed the inspector documentation to demonstrate the suitability of staff.

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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