



## Monkeys Childcare

Inspection report for early years provision

<b>Unique Reference Number</b>	250092
<b>Inspection date</b>	13 December 2006
<b>Inspector</b>	Teresa Marie Taylor
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<b>Registered person</b>	Jane Hutchinson
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Monkeys Nursery is an established group which originally opened in 1997 offering full day care facilities to the local community and surrounding areas. The nursery is part of the Early Years Department of Monkspath Junior and Infant School, which is located in the Monkspath area of Solihull. There is one base room and access to a further two rooms when required. There is a fully enclosed outdoor play area.

The nursery is registered to care for a maximum of 24 children under eight years of age at any one time. There are currently 54 children on roll which includes two who receive funding for nursery education. Children attend a variety of sessions. The nursery is open Monday to Friday 08:00 to 18:00 during term time. The nursery also operates a holiday play scheme during school holidays when up to 48 children may attend at any one time. The setting supports children with special needs and children who speak English as an additional language.

There are four staff working in the nursery with the children of whom three hold an appropriate childcare qualification. Additional staff assist with cover before and after school hours and during lunch time. The nursery receives support from the early years department of the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about good personal hygiene through the daily routine and the examples shown by staff. Although younger children are escorted to the toilet self-care is encouraged and children are reminded to wash their hands before and after meals, after blowing their nose and after playing outside. Staff take positive steps to help prevent the spread of infection by ensuring the room is kept clean and discussing the reasons for good hygiene with the children. Children are further protected when they are ill as staff follow comprehensive sickness and exclusion policies and have access to a list of reportable, communicable diseases. Staff record all accidents and ensure parental consent is in place prior to administering prescribed medication but, consent to obtain emergency medical treatment or advice is not in place for all children.

Children have a positive attitude to physical activity. They play outside each day, weather permitting, with a range of outdoor play equipment, which promotes their co-ordination and physical development. They have regular physical play sessions in the school hall as well as music and movement activities. Children receive good attention and support from the staff in developing their spatial awareness and children understand why exercise and fresh air is good for them.

Nutritional snacks are offered daily which encourages the children to develop healthy eating habits. There is no set snack time. Children can freely access fruit, vegetables and water at any time during the day. There are posters and regular discussions on healthy eating. This has given the children a good understanding of healthy food and why it is good for them. Parents provide packed lunches and information leaflets provide guidance on healthy packed lunches. The nursery promotes 'five portions a day' and provides parents with information about healthy eating for growth and development. They request parents do not send any nut based products in order to protect children with allergies.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe and secure within the nursery. Staff are vigilant and are aware of where the children are at all times. A very good range of safe and suitable toys and equipment are available. They are easily accessible which promotes children's independence and choice. Furniture is of a suitable design and conforms to safety standards. The environment is bright, colourful and very child-centred. Children are praised for their care and consideration for each other which develops their self-esteem. Children's risk of accidental injury is minimised as staff conduct daily checks to reduce potential hazards, although the risk assessment needs to be recorded. The outside play area is fully enclosed and secure.

Positive steps are taken to promote safety in the setting and there are good policies and procedures in place to support the practice. Children learn about fire safety as the evacuation procedure is discussed, practised regularly and recorded, ensuring they understand the routine and could safely exit the nursery if the alarms sounded. Staff develop children's awareness of safety as they give clear explanations, for example, 'don't run or you might bump into someone or fall and hurt yourself'. All main doors are locked and there is a record of visitors. This ensures children are kept safe. The welfare of children is given high priority and accident and medication records are in place, up to date and countersigned by parents.

Children are safeguarded because there is a designated child protection officer and staff are familiar with the nursery policy and procedure for reporting any concerns. Parents are provided with information on child protection and the policy and procedures are covered during the first week of induction with staff and students. Regular training ensures staff keep their knowledge and skills up to date.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are very happy, confident and sociable. Children are very enthusiastic on arrival at nursery and they are eager to join their peers. There are very secure and trusting relationships between children and the staff. Children have an excellent attitude. They are engaged in an extensive range of activities throughout the day. Staff know children's personalities very well and they are clear about how to support their individual needs. This ensures all children receive appropriate care and attention.

All children are very active. They seek out their own challenges and become engrossed in purposeful play. They enjoy their time spent in groups or in one to one activities with staff. Children are independent in all aspects of their care, learning and play. They are excited by the opportunities offered to them and join in with enthusiasm. They acquire good dexterity as they learn to build with construction toys and a wide range of creative activities. Staff plan and provide an excellent range of stimulating activities and constructively implement the 'Birth to three matters' framework which contributes to positive outcomes for children.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children are progressing very well through the stepping stones towards the early learning goals. They are comfortable in their surroundings and respond with affection to the staff team. The room is well organised, light, bright and attractive with many excellent displays of children's work. Children are excited and stimulated by the activities set out for them and show confidence as they select what they wish to do or join in planned activities.

Children organise themselves to take turns, for example, as they play with the 'snow', developing their own story line. Following the reading of a letter from Father Christmas they discuss in depth what they would need to make a stable for Rudolph and what he might need to eat. They then organise themselves into small groups to prepare the 'stable', the outside play house, and are very excited as they discuss, with staff, how they would know if he had visited.

Children benefit from the excellent understanding and knowledge staff have of the stepping stones and the Foundation Stage. This is evident in the planning which covers all the areas of learning, and the understanding staff have of what children are learning from play and activities. All staff are involved with planning and excellent use is made of observations and assessments to ensure children's individual needs are met.

The present routine provides a superb range and variety of daily activities and therefore children are able to extend and consolidate learning. They use mathematical language very well, comparing how many fingers they started a rhyme with, how many were left half way through and, at the end of the rhyme. Children develop a respect for each other and property, as staff encourage good manners, consideration and cooperation, such as when the children help to tidy up. Children have a busy routine and behave very well. They are offered many opportunities to become involved with daily routines, extending their independence and contributing to policies.

Children appreciate the extensive variety of books available to them and they are learning how to use books for facts and for stories. They enjoy looking at books on their own and with friends, always treating the books carefully. Staff display exceptional skill at extending the children's vocabulary as they encourage discussion in all activities including snack and meal times. Speaking and listening skills are a priority and children speak confidently telling their news to the group and recalling previous events. They are learning to be considerate when listening to others. Clear labelling and the use of name cards ensures that the children are developing excellent early reading skills. They recognise their names and are encouraged to find their own name to put on the 'Bear' for self-registration. Children have many opportunities to develop writing skills and develop their understanding of the use of writing as they 'read and write' during imaginative play and skilfully use the computer.

Staff adapt learning to meet the needs of the individual child, ensuring that children with learning difficulties and/or disabilities and children who speak English as an additional language are given appropriate consideration and support.

Children are encouraged to concentrate on activities and are proud of their achievements. They are developing strong independence and have excellent self-esteem. Staff praise and encourage the children, who are happy and comfortable in the learning environment. Staff make excellent use of time and resources and use their observations to evaluate their teaching. They have an excellent understanding of behaviour management using a quiet, calm and sensitive approach to which the children respond very well.

### **Helping children make a positive contribution**

The provision is outstanding.

All children have equal access to the extensive range of resources and activities. They are treated as individuals by all staff, who ensure activities are suited to children's specific levels of understanding. The excellent working relationships staff have formed with both parents and outside agencies means each child's abilities and needs have been recorded, documented and are regularly assessed. This ensures all children including those with special educational needs have their care and learning needs met exceptionally well. Positive relationships are formed and

children work extremely well together, sharing and taking turns. They are very well behaved, listen to others with interest and welcome visitors into the setting in a confident and polite manner. Through the well-planned topics, children have many opportunities to engage in activities which enhance their learning and understanding of the wider community and the world around them. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is very good as staff provide a positive environment, are consistent, use praise and encouragement freely and are calm in their approach to the children. There is a written behaviour management policy which works very well and is fully understood and implemented by the staff. There is a designated staff member for behaviour management and the policy is regularly discussed to ensure it remains effective and is appropriate for the children attending the nursery. The children contribute to the 'rules' and also the sanctions, both of which are displayed. This gives children a sense of ownership and encourages responsibility for their actions.

Partnership with parents and carers is outstanding. They are kept informed of their child's progress and development through daily exchange of information and by invitation to more formal meetings with staff to discuss their child's progress through the year. Newsletters are provided for parents and carers regularly and give detailed information about forthcoming events and themes. All plans are also displayed in the entrance hall and are cross referenced to 'Birth to three matters' and the stepping stones. This gives parents an excellent picture of what the nursery has planned, what they are offering the children and why.

A parent pack is given to all parents and includes the philosophy of the nursery, policy statements, child protection information and Ofsted details. Parents complete registration forms for all children with staff ensuring parents are aware of the consents required to provide a secure and safe environment. Parents are actively encouraged to be involved with their children's learning. They are invited to help in nursery at any time, join the children on trips, share their knowledge of and discuss cultural events, community events and to discuss their careers.

## **Organisation**

The organisation is good.

The nursery is well organised and offers a child centred environment which effectively fosters children's development in all areas. Space and resources are well organised and staff are committed to ensuring that the children's individual needs are met. There is a very relaxed, happy atmosphere throughout the nursery.

Communication between staff is very good, which enables them to meet children's individual needs. Additional support is provided for the out of school provision and to cover lunch time. This ensures that the younger children continue to receive appropriate support and attention when the group is larger and older children are in attendance. Documentation is well organised and filed securely although the daily register is incomplete. A comprehensive set of policies and procedures firmly underpins and supports the practice throughout the nursery.

There is a very stable staff group but, if staff needed to be recruited there are formal recruitment and vetting procedures in place to ensure those working with children would be suitable to do so. Training is given high priority and opportunities are discussed with staff on a regular basis to enhance the care given to the children. All staff are clear about their roles and responsibilities and they work very well as a team.

The leadership and management of the nursery is outstanding. The management team set high standards for the staff to maintain. They work with the staff and children and understand how things work on a day to day level. They have a clear vision for the nursery education with a strong focus on children's personal development. All plans for the future are shared with the staff and staff are fully involved in the observations and assessments of children's learning and rigorous evaluation of the nursery's activities and future plans. Strong support for staff is in place and training needs are identified as appropriate. The management team are aware of the strengths and weaknesses of the setting and monitoring is done through hands on practice with the team and children. Staff's input into the planning process is valued and all staff contribute regularly. So, staff have an excellent understanding of individual learning needs and ensure the nursery is fully inclusive for all children.

The provision meet the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the nursery was requested to develop staff's knowledge and understanding of child protection issues and to keep a record of significant issues and share this with parents. Two staff have now undertaken child protection training and two are on the waiting list for the next course. This ensures staff have a good knowledge of child protection and are able to protect children. A complaints record is now maintained the details of which are shared with parents. This ensures parents can access any concerns that have been made about the nursery.

The nursery was also requested to improve the book area, encourage children to value books and provide regular story times. All of these issues have been addressed and children use the book area frequently. They are making excellent progress in early reading skills and use books carefully both in groups and on an individual basis. All children's activities are evaluated ensuring that children's individual and group learning objectives are met.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- request consent to seek emergency medical treatment or advice, from parents, for all children
- ensure the risk assessment is recorded
- ensure the daily register includes times of arrival and departure.

#### The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)