



Monkey Puzzle Day Nursery

Inspection report for early years provision

Unique Reference Number	EY339360
Inspection date	12 January 2007
Inspector	Samantha Hunt
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Registered person	Claire Sule Irving
Type of inspection	Integrated
Type of care	Full day 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.

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 good.

WHAT SORT OF SETTING IS IT?

Monkey Puzzle Day Nursery registered in September 2006. The setting is one of eight nurseries that form part of the Monkey Puzzle Day Nurseries limited. It operates from a purpose built unit in Sonning, near Reading, Berkshire. A maximum of 53 children may attend the nursery at any one time. The nursery is open every weekday from 07:30 to 18:30 all year round, except for public holidays and the week between Christmas and New Year. There are two fully enclosed outside play areas for the children to use.

There are currently 19 children aged from 0 to under five years on roll. Of these four children receive funding for nursery education.

The nursery employs seven staff. Five of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children become aware of their own needs as they independently access the toilet when they need to and know they need to wash their hands because of germs. Staff reinforce good hygiene through positive discussion and practice with the children. Cheerful posters in the toilet area's help to remind children what they need to do when using the bathroom. Good hygiene practices and procedures ensure staff promote children's health and welfare effectively. They wipe down tables and highchairs after each use and washing equipment particularly baby toys regularly. Staff wear disposable tabards and gloves when changing nappies, use anti bacterial spray to wipe down the changing mats, dispose of nappies in sealed units and wash hands.

Children learn to become aware of health through a well-balanced routine of activities both inside and out. They have daily opportunities to practice and extend their physical skills through use of large equipment in the garden such as parachute, ride on toys and climbing frame. Older children confidently run, hop, climb and balance on equipment. They use small equipment such as scissors, paintbrushes, pens and pencils with confidence and ease. A separate garden area for babies and young children enables them to access fresh air and build up confidence before joining the older children and accessing larger pieces of equipment.

Children are well nourished throughout the day. They have access to a balanced variety of meals including breakfast, lunch and tea all prepared daily on site. Babies have fresh meals prepared according to age and stage of development and all meals are checked with a probe to ensure they are cooked and served at the correct temperature. All meals and snacks include fresh fruit and vegetables. Staff collate information with parents regularly to ensure all dietary, religious and parental wishes are adhered too effectively. Snack and mealtimes are a social occasion and provide an opportunity for children and staff to sit and talk together. Drinking water is readily available in every area. Older children access drinks independently and with gentle reminders from staff. Younger children and babies are offered water at regularly intervals, this helps to ensure they do not get thirsty or become dehydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in an environment which is bright clean and welcoming. They begin to become aware of their own safety through discussion with staff. For example, older children know not to run in nursery because they might hurt themselves. Staff carry out good daily checks of all area's of the building including the garden to ensure they are safe before children access them. Security is good, safety features such as high level handles, catches and key pads ensure children cannot leave the building unsupervised. Staff demonstrate a good understanding of fire procedures, fire exits are clear and records kept of where children and staff are if they are not in their room. This ensures children remain safe.

Children freely access all toys from low-level boxes and drawers throughout all the rooms. This enables them to play with what they wish. Comfortable furnishings such as activity rings, mats

and cushions enable babies to play with support and comfort. Toys and equipment are a mixture of wood and brightly coloured plastic all purchased from new. Toys in all areas are developmental appropriate for the ages of children using them. Brightly coloured posters, pictures and mobiles around the building add stimulation for the children. There are sufficient cots and beds for all children allowing them to rest and sleep in comfort and safety. Staff regularly check and record sleeping children to ensure their safety and well-being. Regular checks by staff ensure all equipment is safe and clean for children to use.

The owner, manager and staff demonstrate a sound understanding of the child protection. They are aware of the signs and symptoms to look out for to safeguard children, however not all staff clear about procedures to follow if reporting an incident. The setting holds all documentation including the Local Safeguarding Children Procedures and informs parents of its duty to record and report any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children relate well towards one another, staff and visitors. Most children part well from parents and carers, are happy and settle well within the nursery. Staff are attentive to children's needs and show warmth and kindness to all children. Children climb eagerly on to staff laps to share stories and seek cuddles. Staff play with the children at their level and give good support where necessary or needed. Babies benefit from a good daily routine that takes into account their individual needs. They all sleep and eat when they need. Babies happily babble when sitting in the activity rings, begin to reach to push buttons on the activity centres and pull themselves up on to low-level furniture around the room. Younger children have opportunities to experience many activities such as sand and water play on a daily basis. Activities such as painting, play dough and sticking and gluing give them opportunities to experience different textures. Staff throughout the nursery plan an effective daily routine to provide children with a balanced range of structured and free play activities. They strive to make children's learning and enjoyment a fun experience. This helps children to feel comfortable and reassured.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a clear knowledge of the Foundation Stage and are taking effective steps to help children learn. They ask children questions to make them think and extend learning through positive interaction with the children. For example they ask children "How many objects can you see" when playing "object in the bag game", children play with ice, staff ask them "what ice feels like", "what is it" and "how do we make it". Children are forming good relationships with others and staff. They are eager and enthusiastic to share information at group times and show excitement when taking part in new activities.

Children participate well at registration time as they take turns to make changes to the weather board. They share toys and resources well and show good regard for others, for example when younger children come to visit the pre-school room. They show good independence skills as they freely access toys and resources in the nursery and put on coats and Wellingtons when going outside. Children listen well to stories. Staff make stories exciting by engaging children

with the tone of their voice and encouraging them to guess what might happen next. Children are beginning to understand that print carries meaning through sharing stories with staff and using resources around the room. For example, children link letters on the alphabet poster to their name. However children do not always access books freely as they are not displayed in an attractive manner. They take turns well and show regard for others. For example helping to find in door shoes.

Children are confident to count to ten and beyond. "What's the time Mr Wolf" is a favourite game when playing outside and helps to extend counting further as well as providing lots of fun and laughter. Children recognise numbers when playing counting games such as "Here we go round the Mulberry bush" and count the spaces aloud as they move their counters. Daily activities such as registration and the weather chart provide good opportunities for children to practice counting and calculation skills. Children use their imaginations well pretending to be train drivers and passengers, playing in the home corner and dressing up. They experience a good variety for materials and textures to develop their design and making skills. For example they make houses out of junk and play with materials such as paint, sand, water, ice, play dough and corn-flour on a regularly basis.

Helping children make a positive contribution

The provision is good.

Children's behaviour is good. Older children understand the clear boundaries set by staff. For example, they know to share and take turns when playing games such as "Here we go round the Mulberry bush". Children are eager and enthusiastic to take part in activities and benefit from the warmth and kindness shown to them by the staff. Staff demonstrate a good understanding of effective behaviour management methods. They use lots of verbal praise and encouragement and are good role models for the children. Effective use of sticker charts and magic necklaces help children to feel part of the setting and become aware of their own behaviour.

All children's individual needs are valued and respected. Staff interact with children at their level, encourage all children to take part in activities and take time to listen to the children. This helps children to feel settled and secure in the setting. Staff liaise with parents before children start and take effective steps to ensure they are met at all times. For example, updating details of younger children's routines regularly and sharing information with all staff to ensure new routines are followed. Children learn about wider community through accessing a good range of toys and resources that depict positive images such as books, dressing up, dolls, small world figure, puzzles and games. They learn about other cultures through projects, discussion and activities such as food tasting. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents receive daily information both written and verbal about their child including activities undertaken, meals and rest times. Information relating to children's learning and development are shared verbally with parents. Parents can access children's records of learning on request and discuss their children's progress. However, they do not currently have opportunities to be formal involved in contributing to children's learning records. Parents receive information related to the setting such as policies and procedures at

the time of registration in the nursery prospectus and terms and conditions. A copy of policies is also displayed on the parent's notice board and in the entrance hall for them to look at freely whenever they wish. The setting demonstrates a good understanding of the complaints procedure including sharing information with parents about who to contact such as the regulator.

Organisation

The organisation is good.

Children are happy and settled within the nursery. Effective organisation of the setting allows children to play and learn in a safe and stimulating environment. A well balance routine supports children's play and learning. Deployment of staff throughout the day is good and most staff hold appropriate childcare qualifications. Staff ensure children are supervised at all times, records of all visitors to the setting is maintained and children are never left unsupervised with persons not vetted. This enhances children's care, wellbeing and learning opportunities.

Leadership and management is good. The owner and manager work well together to ensure the smooth running of the nursery. They demonstrate a good understanding of their strengths and weakness' and have a positive outlook to supporting and improving staff practice wherever possible. Effective planning and evaluation of activities and individual observations of children are used to inform planning and help staff to plan for children's' next stage of learning. Children's progress is recorded through effective observation and record keeping. Staff work well together as a team and are committed to attending further training to keep up to date with current practises and further promote children's welfare and learning. All regulatory documentation that contributes to children's health, safety and well-being is in place. For example, staff accurately record and maintain records of children's arrival and departure at nursery.

The provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, there have been no complaints to Ofsted that require 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.

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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):

- increase staff knowledge of child protection particularly procedures to follow if reporting a concern to further promote children's welfare and safety

The quality and standards of the nursery education

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

- improve provision for children to access books more independently
- increase and encourage the formal sharing of records relating to children's learning with parents.

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