

The Monkey House

Inspection report for early years provision

Unique Reference Number	509566
Inspection date	26 June 2007
Inspector	Mandy Gannon
Setting Address	Mapledurwell and Up Nately Village Hall, Greywell Road, Mapledurwell, Basingstoke, Hampshire, RG25 2LS
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Registered person	Nicola Huggett
Type of inspection	Integrated
Type of care	Sessional 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 outstanding.

WHAT SORT OF SETTING IS IT?

The Monkey House Nursery School is a privately owned group that has been running since 1997. It is held in a village hall in a rural location and serves the local community and surrounding villages and towns. The group use the main hall and have access to the kitchen and toilet facilities. Outdoors the group are able to use the council maintained play area and the field. Outdoor play is supervised at all times. The setting provides sessional care for 24 children from 2years 6months - 5years.

Opening hours are Mondays and Thursdays 09:15-12:00 and 12:00-14:50, Tuesday 12:00-14:50, Wednesday 09:15-12:15 or 09:30-13:30 and Fridays 09:15-12:15.

There are currently 38 children on roll and of these 28 children are in receipt of government funding. The group supports children with special needs and those for whom English is an additional language or who are bi-lingual.

There are six members of staff who work regularly with the children with a French teacher attending one session a week. The owner/leader is full-time and all other staff work a variety

of sessions, four members of staff currently hold an early years qualification and two members of staff have almost completed their NVQ 3.

The group receive support from the Early Years Partnership and have regular contact with their pre-school development worker.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of a healthy well balanced diet through the promotion of healthy snacks. For example, a child is aware that they only have cookies when another child has bought in a treat to share for their birthday. Children are able to access fresh drinking water when they are thirsty and make decisions as what they would like to drink at snack time. For example, they select their name and place in a pot for warm milk, cold milk or water. Children make choices from a wide selection of fruit available to purchase in the shop style snack time which encourages their independence and individual choice. They participate in regular cooking activities which are incorporated in their topics and develop their understanding of sweet and savoury food from around the world. Children bring in lunch boxes which are appropriately stored. Several members of staff hold food hygiene certificates promoting good hygiene practices.

Children are confident in their independence regarding their personal skills, as they wash their hands prior to snack time and after visiting the toilet. Suitable hand washing facilities are provided and a linen towel is laundered daily. Although, some children's health is compromised as staff are not vigilant to ensure all children wash their hands prior to lunch. Suitable procedures are in place for the changing of nappies and appropriate disposal of nappies and soiled linen are in place. Children's health is maintained as the majority of staff hold first aid qualifications and first aid boxes are in place.

Children enthusiastically participate in regular physical activities both inside and outside to develop their co-ordination and physical development. They begin to develop an understanding of exercise contributing to a healthy lifestyle. For example, they climb on the climbing frame with confidence, run and chase one another in the field and participate with enjoyment in action songs during French lessons. Practitioners have a clear understanding of the needs of all the children in their care. They implement effective use of the Birth to three matters framework and provide a suitable range of activities for younger children, supporting them appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff are vigilant about children's safety and ensure that this is effectively implemented through daily checks, risk assessments and the strategic positioning of staff. For example, staff place themselves at the door of the entrance to the premises at times of arrival and departure to ensure that children do not leave unescorted. Children move around the environment safely as staff pay high attention to ensuring risks and hazards are minimised and children develop their awareness of keeping themselves safe. Children and adult's safety is promoted as fire procedures are clearly displayed and regular fire drills are practised.

Space is well organised and used effectively where children are able to engage in physical activities such as climbing on the climbing frame, playing with the train track on the floor or accessing table top activities. Children are able to independently access a wide selection of suitable toys and resources.

Children's welfare is safeguarded as the staff act in their best interest and have a clear understanding of child protection and have attended training. A designated person is identified and all staff are aware of the clear procedures in place to follow and are aware of their role and responsibility. Although, up to date information on the procedures of the Local Safeguarding Children's Board is not in place. A record is maintained of the time of arrival and departure of children, staff and visitors. Policies and documentation to safeguard children are in place including; a lost child policy, allegations against staff and pre-existing injuries. Although, detail regarding an uncollected child are not clearly defined.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children become competent learners, as staff are aware of and respond to their individual needs, differentiating activities and providing an exciting range of activities and experiences. Children gain confidence as they make choices, decisions and self-select resources. Children are happy, relaxed and settled and form strong relationships with their peers and adults.

Children are confident communicators both verbally and using signs, which is enthusiastically supported by staff. Staff promote children's confidence by consistently offering appropriate praise and encouragement. Practitioners use the Birth to three matters framework and have an excellent clear knowledge and understanding of child development. Children develop high levels of independence, confidence and competence from an early age where practitioners meet their individual needs.

Nursery Education

The quality of teaching and learning is outstanding. Children's communication, language and literacy are exceptionally well developed, as staff listen, respond and encourage children both verbally and by the use of sign. Children have opportunities to begin to develop an understanding of other languages as they participate confidently and enthusiastically in weekly French lessons. They enjoy sharing books for pleasure and participate with enthusiasm in looking at books. They share reading books with their parents and carers as they regularly take books home, some children are beginning to read. They are confident mark makers and have frequent opportunities to develop their competence. Children are able to confidently recognise their names as they self register on arrival and departure, write their names on their 'work' and recognise the names of their friends and familiar objects around the room.

Children count with confidence and several are able to count to 10 and above. They are developing their understanding of early calculation, for example a child counts and identifies the number of pots to smell in an activity and realises there are the same number of children completing the activity. They are developing their understanding of shape, for example a group of children are rolling out play dough and cutting out shapes they discuss small and big hearts and who has made the biggest. Children use positional language to discuss who is at the front of the queue at snack time and are developing their understanding of early calculation through the use of money as they pay for their snack.

Children have exceptional opportunities to gain a clear understanding of knowledge and understanding of the world through topic activities. Children investigate using their senses, as they feel items in a feely box, participate in a tasting activity and smell items hidden from view. They learn about mini beasts and their characteristics, they learn about other countries, their geographical position and the food they eat.

Children enjoy music and respond enthusiastically as they participate in singing. They listen to classical music as they tidy away toys. They have a strong repertoire of songs and action rhymes which also include songs in French.

Practitioners have an extensive knowledge and understanding of the Foundation Stage curriculum and how children develop; they have skilled teaching methods and meet individual needs differentiating activities to extend individual learning. They make thorough use of resources available, planned topics and children's individual ideas to solve and develop ideas. Staff encourage children to have respect for each other and resources. Children help clear up after activities and are encouraged to work together. Staff interact well with the children supporting their learning by asking them questions to make them think. This helps children to organise their thoughts and extend their play.

Assessment, monitoring and evaluating activities are detailed and reflect children's individual needs. They are linked into planning and all children are extended and challenged. Plans indicate how staff differentiate from younger and older children to ensure effective learning takes place. Staff work well together using what they know about the children and their developmental stage to plan topics and adapt to meet individual needs. These needs are comprehensively met by the group effectively planning the next steps in their learning. Practitioners ensure all children progress at their individual pace and provide a dynamic environment where children's learning and enjoyment is paramount.

Helping children make a positive contribution

The provision is good.

Children are very well behaved and their confidence and self-esteem is promoted by staff who offer appropriate praise and encouragement valuing their individual achievements. A clear behaviour management policy is in place and reflected in the setting, although this does not currently include a statement on procedures to follow regarding bullying.

All children and their families including those with learning difficulties, disabilities and English as an additional language receive strong support. Signing is promoted throughout the setting, for example children competently sign 'Happy Birthday to you' offering appropriate support enabling all to thrive and make good quality progress.

Staff and children make links in the community as they participate in trips and outings to the local bakery and fire station. Children learn to develop an understanding of other countries and cultures through well planned topics. This encourages children to develop a positive attitude towards diversity. Staff continue to forge links with a wide selection of schools in the surrounding areas and regularly attend cluster meetings to promote relationships. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Excellent communication is in place through newsletters, notice board, prospectus, two-way communication books and regular verbal discussions with parents. An open door policy is promoted and the re-introduction of

parents evenings is forthcoming. The staff ensure they are aware of the individual needs of the child through regular discussions with the families and the building of exceptionally positive relationships. Parents feel extremely welcome and that the staff are highly approachable to discuss any issues.

Organisation

The organisation is good.

Children's care and learning is enhanced by the effective deployment of staff and strong leadership and management of nursery education. The setting meets the needs of the range of children for whom they provide. Children benefit from qualified staff that are committed to attending further childcare training and development. Staff understand their role and responsibility with clear job descriptions in place and the development of an appraisal system. Staff performance is monitored and assessed which is used to identify any further training requirements to enhance the expertise of the staff and enrich the experiences of the children. There are many opportunities for staff development and the management actively encourage training. Staff work well together as a team and ensure that clear communication systems are in place which is paramount as the majority of staff work part time. Communication is good, regular staff and planning meetings are in place with the involvement of all staff.

Staff deployment is effective and ensures children are well supervised at all times. Children receive good support from staff who know them well. Policies and procedures are used effectively to promote the welfare, care and learning of children. Although, some detail is required in policies, for example a statement on bullying is not included in the behaviour management policy and up to date information is not included in the child protection policy.

The leadership and management are outstanding. The management have a clear understanding of the strengths and weaknesses of the provision and identify areas for further development. Regular meetings and rigorous monitoring of children's achievements helps ensure all children are continually making rapid progress, thriving and responding to challenges playing an active role in their learning.

Improvements since the last inspection

At the last Children's act inspection, the group were recommended to; include Ofsted details in the complaints policy, improve procedures for completing the register, improve the accessibility of toys and resources, ensure that 50% of the staff were trained to NVQ 2 or above and that the person in charge held an NVQ 3. The group have a clear complaints procedure which includes the telephone number and address of the regulator. The register includes the time of arrival and departure of children, staff and visitors. Children are able to access toys and resources confidently. The group now have the majority of staff qualified, holding an NVQ 3 which includes the manager who is undertaking an NVQ 4 in the near future.

At the last nursery education inspection recommendations were; to increase opportunities for children to select resources independently, increase opportunities for children to freely express themselves in art and design and to develop and improve the evaluation of activities to enable effective planning. Children are able to select resources, toys and equipment. They freely access resources to express themselves in art and design. Effective systems have been put in place to evaluate activities and differentiate activities, and promote clear planning.

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.

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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):

- ensure hand washing is promoted at all times and that all children wash their hands prior to eating their lunch
- ensure behaviour management policy includes a statement on bullying
- include Local Safeguarding Children's Board details in policies and procedures.

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