

Little Monkeys

Inspection report for early years provision

Unique Reference Number	EY266229
Inspection date	02 October 2007
Inspector	Sara Jane Frost
Setting Address	Wringford Down Hotel, Hat Lane, Forder, Cawsand, Torpoint, Cornwall, PL10 1LE
Telephone number	01752 823859
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Registered person	Susan Molloy
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?

Little Monkeys Nursery opened in 2003. It operates from five rooms in a converted barn within the grounds of the Wringford Hotel. The nursery is situated in a rural location approximately eight miles from Torpoint. The group opens for 10 sessions a week all year round except Christmas and bank holidays. Sessions are from 08.30 to 13.30 and 13.30 to 17.30.

A maximum of 25 may attend the nursery at any one time. There are currently 32 children aged six months to four years on roll. Of whom 13 receive nursery funding. Children attend for a variety of sessions. The nursery supports children for whom English is an additional language.

The nursery employs three full time and two part time staff who work with the children. The person in charge has an appropriate early years teaching degree. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff promote children's welfare as they ensure babies and children have use of clean and well maintained rooms. For example, floors are swept and washed, tables and surfaces are regularly wiped with anti bacterial spray helping to prevent cross infection. Babies benefit from crawling and playing on clean carpets, as good practice ensures all outdoor footwear is removed before entering the room. Foundation Stage children have a good understanding of the need to wash their hands at appropriate times throughout the day and staff gently remind younger children of the importance of washing hands. However, when children access the hand washing facilities they share the same bar of soap and on the day of the inspection there was no hot water available. The risk of infection to babies is reduced as staff wear suitable protective clothing when changing nappies, such as latex gloves and soiled nappies are disposed of appropriately. Allergies are well known and respected by staff, for example being aware of the need to provide specific bedding due to medical issues. Children receive good care in the event of an accident because all staff have current first aid knowledge. Records are kept of any accidents and these are signed by parents. This ensures parents are kept fully informed.

Children are well nourished because they are offered a good range and balance of nutritious meals and snacks. Children's dietary needs are well known and parents' wishes are respected. Meals are cooked within the hotel kitchen by the owner. However, the menus are not readily on display for parents to access. Mealtimes are sociable occasions when all children and staff sit together. Younger babies are appropriately supported to help feed themselves by experimenting with their food. Older children ably pour their own drinks, staff encourage younger children to pour their own drink by holding 'the jug's handle and tummy'. Children remain hydrated throughout the day as drinks are available to access for Foundation Stage children. Staff ensure younger children and babies are regularly offered in accordance to parents' wishes.

All children have opportunities to enjoy fresh air and exercise, because well planned physical activities are scheduled daily. Children have a wide range of play equipment both inside and outdoors, so that they develop a broad range of skills, such as balance and co ordination. Children move around confidently with control and a good awareness of space. They recognise the changes to their bodies when they are active and the benefits of exercise to their health, as staff engage in conversations during physical play and during snack and meal times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment where they have ample space to move around freely. Children's artwork and posters are displayed which gives them a sense of belonging and shows that children have access to a good range of materials.

Children's safety is paramount as staff ensure all visitors to the nursery are asked to sign in and therefore provide an accurate record of who is on the premises at any given time. Staff are made aware of persons wishing to enter the setting via use of door bell system. Staff are vigilant with regards to keeping children safe and take calculated risks to provide children with opportunities to develop their physical skills. For example, under very good adult supervision, a younger child is encouraged to develop their fine motor skills, by picking up small counters

and placing in envelope. Staff regularly check sleeping babies, they are keen to maintain consistency and follow the child's home routine. Children's sleep patterns are recorded and shared with parents.

Both the under two's and the pre school rooms have a good range of resources which are in good condition. The range of resources provided ensures children are appropriately stimulated. Staff in the babies' room are provided with suitable furniture for example, an adult sized rocking chair provides opportunities for staff to bottle feed babies in comfort. Fire drills are conducted on a termly basis and new staff receive induction regarding fire safety as a priority, so they are able to keep children safe.

Children's safety is further promoted as staff show good understanding of child protection. They are aware of the setting's policy and procedures but also show a good awareness of their own responsibility in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children clearly enjoy their time at the nursery. They are happy and settled because they are well supported by caring staff. The baby room is welcoming and stimulating. Resources are stored within babies' reach and wall displays are at baby height. Staff encourage communication skills as they mimic baby sounds and engage younger children in chat. Staff regularly sit on the floor and maintain good levels of eye contact. Staff provided opportunities for children to develop their senses. For example, younger children showed great delight in the having a feather stroked across their cheek, so much so they attempted to copy the action themselves. The provision of care practices focuses on the needs of a child within a day care setting and includes a balance of free-play and structured learning, active play, snacks, meals, relaxation and rest.

Nursery Education

The quality of teaching and learning is good. All children make good progress towards the early learning goals. This is because staff have a clear understanding of the curriculum guidance for the Foundation Stage and understand how children learn. Children are interested and engaged in the range of planned activities that covers all aspects of the six areas of learning. These are linked to the stepping stones appropriate for their age and ability. Staff observe and assess children's progress however documentation on children's progress is not consistent for all children and therefore does not sufficiently record children's progress through the stepping stones or identify specific next steps in learning in each of the six areas which make up the Foundation Stage.

Children enter the nursery setting with ease, and readily seek out friends and resources to play with. They commence each session with circle time. Children are confident and keen to share experiences with staff and other children. By using sign language staff provide opportunities for all children to be able to express how they are feeling. This helps to ensure all children feel included. Children are introduced to the written word through displays around the rooms. They are given opportunities to recognise their own names such as, named coat pegs, name cards at snack and mealtimes. Some children are able to recognise each others names. Children clearly enjoy reading and following chosen stories. They are confident when talking about books and clearly understand the difference in hard or soft back covers. Children recognise that the information printed on the back of books is 'blurb - about the story inside'. Staff encourage children to understand letter sounds and link to words and stories. For example, having

encouraged children to think of words beginning with 'v' the practitioner then invented an action story involving the children and 'verity the vole digging a hole'. The children became fully involved and clearly enjoyed this session.

Children talk about how old they are and are introduced to mathematical language such as in front, behind over and under particularly when using outdoor physical play. Staff ensure children are provided with opportunities to make patterns, by using pegs and threading. Children are introduced to problem solving during everyday routines, for example at snack time, they were asked 'how many more plates do we need at our table?'.

Children are provided with opportunities to show responsibility and care for others. Various times during the day the younger children join in with the older ones. The organisation of this is well planned so that it does not have impact on the children's learning. For example, staff ensure younger children do not distract the older ones from specific group story time.

The children have opportunities to walk around the grounds of the hotel and regularly incorporate this with visiting the ponies and feeding the ducks. Children are given the chance to experiment and clearly enjoy creative activities such as guessing what will happen when black and white paints are mixed together.

Helping children make a positive contribution

The provision is good.

Children are welcomed and appropriate steps are taken to ensure individual needs, family backgrounds and parental wishes are taken into consideration. Staff effectively record all care routines, such as sleep and feeding patterns and change of nappies. They ensure the babies' needs are well met as staff follow the written routines that parents are asked to provide. The routines are reviewed and updated as the child develops and their needs change. This ensures continuity of care. The nursery offers parents and their children the opportunity of gradual introduction. By using the on site hotel facilities parents can remain within close proximity with friendly staff on hand to ensure everyone is happy and settled.

Children for whom English is an additional language are cared for well. Staff source additional resources to help children feel safe and secure. Various words are displayed around the classroom in the child's own language for staff to use. Staff appreciate children's individuality and respond to their needs in an appropriate manner. Children and staff throughout the nursery regularly use sign language. This helps all children develop their communication skills. Children have access to a range of resources such as books and toys which reflect positive images. They are developing an understanding of the wider world as plans show there are suitable opportunities to gain an understanding of diversity through planned topics. For example, when the nursery celebrated Chinese New Year, the role play area was transformed into a Chinese restaurant and children sampled traditional Chinese cuisine. Topics also encourage children to understand the local environment such as comparing differences between the local villages of Cawsands and Kingsands, and the town of Torpoint. Children's spiritual, moral, social and cultural development is fostered.

The member of staff with overall responsibility for learning difficulties and/or disabilities has a clear understanding of her role and the code and practice. She is encouraging all staff within the nursery to take some responsibility and develop their knowledge and practice in this area.

Children behave really well. They respond well as staff are good role models. Children regularly receive positive praise and encouragement which develops their self esteem. On occasions staff are heard to sing the 'oh dear me what can I see' song which has the unique effect, stops children in their tracks and helps them reflect to understand right from wrong.

Partnership with parents and carers is good. Parents state they are happy with the service provided, that staff are very friendly and discuss their child's day. Written daily records are completed, which records general information, such as meals, quantity of food eaten and activities accessed. The setting has an 'open door policy' and staff are fully aware of the importance of developing two-way communication processes and working closely with parents. However, assessment records are not shared with all parents. Parents are provided with relevant information in the prospectus about the Foundation Stage and the six areas of learning. Plans are displayed on the notice board in the main area and on the door into the main nursery area.

Organisation

The organisation is good.

Good recruitment, vetting and induction procedures ensure children are well protected and cared for by staff with a good knowledge and understanding of child development. New staff complete the nursery's induction process within their first week of employment. Children clearly benefit from their time in the nursery as majority of the staff are suitably qualified. Staff are well deployed throughout the day and although some are new to the setting they all work well as a team. Staff have a high regard for the well-being of all children, they know them well and recognise the importance of working closely with parents and carers. The provider meets the needs of the range of children for whom they provide.

The required documentation is securely and confidentially stored. Written consents such as transporting children in staff cars are obtained from parents. Records are regularly reviewed to make sure they are up to date and remain relevant to the care provided for each child. The registration certificate and insurance details are on display within the nursery.

Leadership and management is good. The manager has overall responsibility for the day to day running of the nursery. Part of her role and responsibility is to oversee the delivery of the early year's curriculum, evaluate and review. Staff are confident and able to take the lead throughout the session. The staff team has recently had to go through a re-adjustment period with change of staff and the promotion of existing staff. The manager has identified the nursery's strengths and areas for improvement such as developing knowledge with regard to Birth to three matters framework. As a result, accessed training and sought additional reading materials and guidance for all staff with regard to implementing Birth to three matters framework and the Foundation Stage.

Appraisals are conducted by management on a regular basis, and are used to identify specific staff development and training needs.

Improvements since the last inspection

The previous care inspection recommended the nursery inform Ofsted of any significant events as soon as they happen and review some of their documentation. Staff have revised all documentation including children's sleep records, medication records, a list of named drivers and relevant car details. Staff are all familiar with the latest guidance with regards to

safeguarding children. Therefore the nursery has made good progress to ensure children's safety and well being is met.

At the last nursery education inspection staff were asked to consider the development of planning and assessments and show how they are linked. The manager with overall responsibility for the Foundation Stage planning has addressed this and the documentation provided clearly shows how the planning, stepping stones and assessments are linked.

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

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The quality and standards of the nursery education are good.

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 suitable facilities are provided for children to wash hands appropriately and reduce the risk of cross contamination
- provide opportunities for parents to see menus in advance.

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):

- ensure assessment and observations used to record children's progress and identify children's next steps in learning are consistent for all children and find opportunities to share these with all parents

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