

Little Monkey's Nursery Windsor Park

Inspection report for early years provision

Unique reference number EY365353
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Inspector Aileen Ewins

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Monkey's Windsor Park Nursery registered in 2007. The nursery is run by Little Monkey's Nursery Limited. It operates from a converted school in Windsor Park, Berkshire and uses the whole of the building.

The nursery is registered on the Early Years, Compulsory and Voluntary Childcare Registers and employs 18 staff in total, including a chef. Of these, 16 have relevant childcare qualifications and one staff member is working towards her qualification. A maximum of 41 children may attend the nursery at any one time. The nursery is open every weekday from 08:00 to 18:00 for 51 weeks of the year. Currently there are 60 children in the early years age group on roll.

There is a fully enclosed outside play area for the children to use. Children have a choice of attending morning sessions, afternoon sessions or all day. The nursery serves children from the local community. The setting has provision to support children with learning difficulties and disabilities and who speak English as an additional language.

Overall effectiveness of the early years provision

The nursery provides a caring environment for children to learn and develop both physically and emotionally. Children's individual needs are recognised well and therefore children are happy, settled and confident. Children are kept safe and healthy through the thorough practices, policies and procedures in place which promote a welcoming, inclusive environment. The nursery recognises the strength of its provision as the solid relationship with the parents of the children they care for, and are continually striving to improve their care through risk assessments and identifying children's future needs.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- assess ways to involve parents at home in partnership with children's learning and development
- further develop the systems in place to monitor individual children's progress within the Early Learning Goals (ELGs) and identify their next steps.

The leadership and management of the early years provision

The nursery has ensured that all required policies and procedures are in place. The policies are provided to parents. Staff further acquaint themselves with these and additional information in areas such as child protection. This effective practice ensures children's health, safety and well-being is promoted well. Strong procedures are in place for the recruitment, vetting, induction and training of staff.

New staff follow mentors to aid them through the initial few months. Training is often in-house with the nursery working closely with the local authority to make certain that staff are aware of changes and current working practices.

Children's health is important to the nursery. Of the 18 staff employed, all but one staff member has completed paediatric first aid training. This excellent practice means that children are cared for by staff who have a strong understanding of the steps to take if a child is hurt or becomes ill. Senior staff are fully aware to document medication and to gain written parental consent before administration. Accidents are recorded thoroughly and discussed with parents, who sign to acknowledge. Children's safety is enhanced by thorough risk assessments and daily checks which are followed precisely. The nursery encourages a no-shoes policy in all the main rooms to extend children's well-being, when playing on the floor for example. Registers are maintained soundly with children's arrival and departure times being noted daily. All children's records are kept confidential and written consents, for photographs, observations and emergency treatment/advice for example, are in place. Children are safeguarded by staff who have a good knowledge of the signs and symptoms of abuse and who are aware of the procedures in place if they have concerns. Competent practice is also observed to ensure staff are protected from false allegations. An example of this is seen in the nappy changing areas where children's privacy is protected by the stable door; but staff can be seen by others at all times.

Staff are proactive and caring. They understand the children extremely well and are aware of each child's individual needs. Planning of activities by the key persons are centred around what individual children enjoy and are effective for children's development. The nursery has strong links with parents, who acknowledge the dedication and hard work of the staff who care for their children. Parents are provided with daily information about what activities their child has enjoyed each day and general welfare, as well as continuity of care progress reports on a regular basis. However information about how parents can help children's learning and development at home, in partnership with the nursery, is limited.

Whilst the nursery has not completed a self evaluation of their provision, they have been working closely with the local authority Early Years advisor and have used team meetings to discuss recent changes with the implementation of the Early Years Foundation Stage (EYFS). The nursery acknowledges their strengths through the solid relationships with the parents of the children for whom they provide care and the improvements already in place, which include acting on recommendations advised at registration in securing fencing to the garden area, which ensures seclusion and security for the children. They have also put into place excellent visual and audio security to gain entry to the building. In looking forward, the nursery have highlighted the need to assess the ways they plan and assess for children's learning. Plans are also in place to further develop the outside areas.

The quality and standards of the early years provision

Children's health is cared for extremely well. Children understand the need for regular fresh air and exercise and enjoy their time outside. Children are excited and

enthusiastic, for example when playing with the parachute set up for them. They nurture the vegetables and fruits they grow outside, which they later eat at lunchtimes. This enables them to gain an understanding of how produce grows. Meal times are a particularly sociable time. Children help to set up the tables with placemats, plates and cutlery. They sing a song before meals and say 'please' and 'thank you' to staff as they are served. Children become independent as they help themselves to vegetables and salad and pour drinks from the water dispenser. The nursery takes great pride to ensure children are served with healthy and nutritious meals. Parents are given menus and told each day how many servings of fruit and vegetables children have eaten. Meals are prepared from organic foods, many from local suppliers. Staff are aware of children's allergies and individual dietary needs are fully catered for. The nursery, which has been extensively refurbished, is extremely clean and well looked after. Children's routines are important and recognised. Children are given individual cots and bedding is washed daily. Parents are aware of the procedures regarding sick children; which in turn protects children's health as parents understand not to send their child in if suffering from sickness or infectious diseases. Nappies are changed frequently and dedicated support is given to children being toilet/potty trained. All staff carry and use a hand gel wash dispenser which in turn helps to minimise the spread of infection.

Children's safety is important to the nursery. Parents and visitors ring a bell at the front door which alerts staff by an audio and visual link. Visitors sign in. Staff and children's attendance is recorded daily. Children are aware of their own safety and behaviour. They understand not to run inside for example. Fire evacuation is practised often and therefore children are aware of how to leave the nursery in times of emergency. Emergency cots are provided for babies and small children. Each room is provided with an emergency pack which is taken out for play times outside or when the evacuation procedure is practised. Staff therefore have children's emergency contacts, water and first aid resources with them.

Children behave extremely well and are happy in their surroundings. They treat one another and the staff who care for them with respect and have started to become aware of the diversity of the world around them. For example, each week children take part in a sign language session, which helps them to appreciate our similarities and differences, whilst at the same time encouraging their confidence and self-esteem. Children are provided with opportunities to make choices and can access their resources easily. They can use the computer daily and are helped to develop curiosity from an early age. Babies, for example, sit without socks on a mat and play in the sand. Babies delight with gurgles and laughter as staff encourage them to feel the sensation of the sand between their fingers and toes.

Children develop well socially and emotionally. They are happy at the nursery and settled around the staff who are strong, caring role models. Children use a wide vocabulary and are confident in their play, either when alone or with friends. Children have a full range of activities and toys and enjoy their play. Staff have a thorough understanding of the children they care for. Babies' needs are recognised effectively. Staff respond to these very well. Children have weekly additional sessions of a gym class, sign language and French. Children are enthusiastic as they learn and call out the names of shapes and colours in French, and are motivated and lively as they learn to balance, stretch and jump during gym. All areas of

learning are covered within the planning, which is put together by the staff in each room and tailored to suit individual children. Staff are focussed and assist children through asking lots of open questions. A good balance of child and adult led play is in place and children are motivated in their learning through a varied range activities. Appropriate observations are made on children throughout the day and these are used to inform future planning. The nursery is currently re-evaluating the systems in place to record children's progress within the Early Learning Goals (ELGs) to enable a better practice to develop children's progression and identify their next steps. Development records are shared with parents two times a year through key person meetings and on-going assessment reports are provided monthly for babies and three-monthly for the over two year olds. This good practice gives information to parents about their children's milestones and developmental stage.

Annex A: record of inspection judgements

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

Overall effectiveness

| | |
|---|------|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Good |
| How well does the provision promote inclusive practice? | Good |
| The capacity of the provision to maintain continuous improvement. | Good |

Leadership and management

| | |
|---|--------------|
| How effectively is provision in the Early Years Foundation Stage led and managed? | Good |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Satisfactory |
| How well does the setting work in partnership with parents and others? | Good |
| How well are children safeguarded? | Good |

Quality and standards

| | |
|---|-------------|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Good |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Good |
| How well are children helped to stay safe? | Good |
| How well are children helped to be healthy? | Outstanding |
| How well are children helped to enjoy and achieve? | Good |
| How well are children helped to make a positive contribution? | Good |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.