

Little Monkeys Day Nursery

Inspection report for early years provision

Unique reference number	EY287683
Inspection date	12/11/2008
Inspector	Bridget Richardson / Felicity Gaff
Setting address	Jubilee Walk, Albion Way, Horsham, West Sussex, RH12 1AR
Telephone number	01403 230404
Email	
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Little Monkeys opened in 2004, operates from purpose built premises and is situated between the park and the town centre of Horsham, West Sussex. The nursery is privately owned by Holiday Club 4 Kids Activities Ltd and is part of a group of nurseries providing childcare facilities in West Sussex and neighbouring counties. The nursery offers full day care for 60 children between the ages of three months and five years. Children attend for a variety of full and part-time sessions. The nursery is open Monday to Friday from 08:00 to 18.00 throughout the year, excluding bank holidays.

There are currently 120 children attending who are all within the Early Years Foundation Stage (EYFS), of whom 17 receive funding for early education. The nursery supports children with disabilities and who speak English as an additional language. There are 14 full-time and four part-time members of staff who work with the children. The manager holds a level four qualification and all staff hold recognised level two or three childcare qualifications. The setting receives support from a mentor from the local authority.

Overall effectiveness of the early years provision

The nursery offers a welcoming environment for children and parents. Clear risk assessments are completed to ensure children are safe as they move around the nursery and when on outings in the local area. All children are treated with equal concern throughout the nursery and staff work closely with parents and other professionals. As a result, practice within the setting sufficiently supports inclusion. Most welfare requirements are met. Managers and practitioners working directly with the children have some understanding of the requirements within the Early Years Foundation Stage (EYFS), which has an impact on children's welfare, care and learning.

What steps need to be taken to improve provision further?

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

- use a systematic and routine approach to using observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- ensure staffing arrangements are organised to meet the individual needs of all children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the written procedure for responding to allegations of serious harm or abuse conform to Statutory Framework for the Early Years Foundation Stage (Safeguarding and promoting children's

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welfare).

The leadership and management of the early years provision

The management team demonstrate a commitment to continuous improvement. Risk assessments have been completed and are regularly reviewed. Management liaise with all staff through regular meetings and appraisals to identify professional development and training needs. The management has undertaken a self-evaluation. Through which they recognised a staff training needs on the Early Years Foundation Stage (EYFS) and organised training. However, where management have recognised other areas for improvement within the nursery, no action plan has been implemented on how these can be brought forward to ensure the best interest of the children. For example, the organisation of group times and lunch.

The safeguarding policy is not sufficient to meet the legal requirements. Therefore, clear procedures are not in place to ensure children's needs are paramount at all times, as the management team do not have a clear understanding of their responsibilities when dealing with allegations being made against a staff member.

Staff qualifications and ratios exceed the welfare requirements, which ensures children are well supported. Suitable systems are in place for the recruitment and induction of staff. Checks are completed to ensure children are cared for by suitable adults. Every child is allocated a key person to ensure continuity of care and a sense of security.

Staff speak to parents about their child's day and daily diary sheets are provided with further details of their child's experiences. The nursery organises two parents evenings a year, updates parents with regular information through newsletters and the notice board and ensures policies and procedures of the setting are readily accessible to them. These strong working relationships with parents encompass other carers/professionals to help ensure inclusion. This enables staff to work in the best interest of the child and value children's differences.

The quality and standards of the early years provision

Children are relaxed and familiar in the setting. They arrive and settle easily through the welcoming atmosphere staff offer. Children are confident with the adults and look to them for support in their everyday play, indicating trusting relationships are in place. The organisation of some activities and lunchtime means that children's individual needs are not met. For example, at lunchtime children sit for extended periods waiting for their lunch and after lunchtime are expected to sit away from the dining area while staff tidy up. Staff feel good systems are in place that enable them to understand and respond to a child identified with learning difficulties and/or disabilities so that they are fully included. Nappy changing procedures promote children's well-being and minimise the risk of cross-infection. Children access a healthy, balanced diet and drinks are provided regularly for

children. Menus are displayed and food is freshly prepared each day, taking account of individual dietary and medical requirements.

Premises are secure and access to the setting is via a visual intercom system. Records of attendance for staff and children are in place and maintained appropriately. Children generally explore and investigate their environment with staff close by to offer support if necessary.

Staff have a general understanding of the Early Years Foundation Stage (EYFS) and provide children with challenges and opportunities to develop independence, promote language development, and children's confidence and self-esteem. However, they are not confident in using the observations and assessments that they complete on a regular basis to identify learning priorities and plan relevant and motivating learning experiences for each child. This means children's individual learning needs are not being identified and observations made are not used to match to the expectations of the early learning goals.

Babies and young children are happy, relaxed and are learning to share and take turns. They enjoy being with staff and vocalise and babble to show their enjoyment. Staff generally encourage and promote children's enjoyment of activities by sitting with them, encouraging them to share praising them, vocalising what they are doing and repeating and introducing new words to encourage their development. Children enjoy simple action rhymes and repeat familiar words and actions as they play.

Staff take all children on regular outings to explore their local environment and to play an active part in the community of the town. Through this, children gain a sense of community and belonging in their environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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 the last inspection.

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.