

Little Monkeys Day Nursery

Inspection report for early years provision

Unique reference number EY371284
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Inspector Carys Millican

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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 Monkeys Day Nursery is privately owned by the manager of the nursery. It opened in 2008 and operates from the ground floor of a house, in the middle of Braithwaite village near to Keswick, Cumbria. There is a playroom for babies and a pre-school playroom for children, aged from two years old to five years old. There is disabled access to the setting with accessible toilet facilities available. There is a garden and play area available for outdoor activities.

A maximum of 19 children who are in the early years age range, may attend at any one time. Currently, there are 27 children on roll, who attend on a part time basis. Of these, two children receive funded early years education. The setting is open from 08.00 to 18.00 on weekdays throughout the year, apart from bank holidays and one week over the Christmas period. The nursery employs a cook, who provides nutritionally balanced home cooked meals and healthy snacks for children. The setting holds a five star food safety certificate.

The nursery employs six members of staff, including the manager. Of these, five staff members hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association and it is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children's individual needs are well met, through the effective care, learning and everyday working practices, completed by qualified and experienced practitioners. Children enjoy their time spent in the homely, well organised, safe and secure nursery premises. The provision of nutritious homemade meals and fruit snacks, ensures that children grow into healthy individuals, who learn about healthy living and excellent hygiene practices. The manager and staff provide effectively for children within the Early Years Foundation Stage, where children make good progress in their learning and development. The setting works closely with parents and carers, significantly enhancing the time that the children spend at the setting. Staff are fully committed to inclusion and they have developed working relationships with external agencies. Self evaluation is used very effectively, to continue to improve the setting and this reflects the good practice in place.

What steps need to be taken to improve provision further?

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

- further develop system to establish the starting points in children's development
- further develop the systems in place to encourage parent's involvement in their child's learning at home.

The leadership and management of the early years provision

Children play and learn in a well organised, homely environment. Staff work exceptionally well as a team and they carry out their duties with committed enthusiasm. The manager and staff are qualified and experienced in the care of children and they support inclusive practice for all the early years children attending. There is a strong commitment to their ongoing, continuous professional development and improvement in the outcomes for children. There is a shared commitment by the staff, to be involved in the written process of the self evaluation system. Regular staff meetings already enables them to be effective in identifying areas which are working well and the areas they need to improve upon. The manager and staff have a clear vision for future improvements, such as the development of the outside play area.

Robust recruitment procedures ensures that all adults working in the nursery are safe and suitable. Induction and regular appraisals ensures that the ongoing development needs of staff are well met. Training is regularly attended by staff, who are motivated to develop their own skills and knowledge in early years. The manager ensures positive links are established with parents, other carers and the local school, to promote a shared approach to children's ongoing needs and development. Children benefit from an effective key person system, which enables all children to form close and positive relationships and attachment, that supports them in their transition from home.

A detailed set of clear and comprehensive policies and procedures are available for parents, to ensure they are fully informed of the childcare practices. These are effectively implemented by staff in children's every day routines. Staff have a good understanding and knowledge of the safeguarding procedures and they attend regular training, to ensure this remains current. All staff hold current paediatric first aid certificates, therefore children are kept safe and well. Daily safety checks and written risk assessments, specify how children remain safe and healthy, in an environment where hazards are minimised to prevent accidents. A wealth of written and visual information is available for parents and carers, including daily diaries and care sheets, which detail children's play activities and general routine for the day. Limited information is obtained from parents, about children's development already achieved or how parents can help with their child's learning at home. The manager and staff are committed to ensuring all children are included and have an excellent understanding of the Early Years Foundation Stage guidance.

The quality and standards of the early years provision

Staff effectively support children's learning and provide them with an exceptional range of opportunities and experiences, that helps them to make good progress in all areas of their learning. Information gained from observation and assessments is used, to ensure that planned activities builds on children's existing skills, interests and knowledge, this effectively helps them to progress towards the next steps in their learning. Children move around the well resourced learning areas and

confidently choose what they want to play with through the planning board. Staff support children in activities and they encourage learning, through sensory play and everyday experiences. Children are confident and have good self esteem, established through the warmth and affection they receive from all staff. Children enjoy the feel of the 'instant snow' in the water tray. They use alternative malleable materials and explore and investigate treasure baskets and bottles of coloured liquid.

Children laugh and giggle, as they have fun and enjoyment with staff in the nursery. Children are welcomed well on arrival and cuddled on departure. The environment is interesting and stimulating, warm and comfortable with examples of children's work, photographs, resources and posters displayed at their eye level. Routine periods of free-flow play throughout the session, enables children to explore freely and to express their ideas and preferences. They enjoy circle time, where they engage in conversation with each other and staff, as they complete the weather chart and discuss what they would like to do. Children enjoy physical play in the garden, as they climb the many climbing frames and ride the different sit and ride toys. They explore the world around them as they plant bulbs in the soil. Children are well motivated and enthusiastic, as they use their imagination to create decorations using glitter and glue. Every day activities become learning opportunities for children, because they are involved and encouraged by staff. Children explore information and communication technology competently, using computer programmes and the mouse.

Children enjoy the healthy, balanced, nutritious home cooked meals and fruit snacks, prepared by the cook in her kitchen. They learn about healthy living and effective hygiene practice, through the good role models set by staff and through direct instruction. Children wash and dry their own hands before eating and after attending to their toileting needs. They follow the instruction of staff, as they brush their own teeth after lunch. Children are kept safe inside and out, by the sound procedures in place and the excellent resources accessible to them. Parents express a high regard for the nursery staff and the flexible service available.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

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

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.