

Little Monkey's Nursery

Inspection report for early years provision

Unique reference number	EY316456
Inspection date	01/07/2009
Inspector	Margaret Moffat

Setting address	27 Victoria Street, Windsor, Berkshire, SL4 1HE
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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 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 Nursery is one of two nurseries operated by Little Monkey's Nursery Limited. It was registered in 2005 and operates from a premises close to Windsor town centre in the Royal Borough of Windsor and Maidenhead. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00 for 51 weeks of the year. There is a small outside play area, however the nursery makes good use of the local park situated across the road.

There are currently 71 children on roll in the early years age group. Children come from the local and wider community and attend for a variety of sessions either full time or part time. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 12 members of staff. Eight staff including the manager hold relevant childcare qualifications and four staff are working towards a qualification. The nursery also employs a cook.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a sound knowledge of the individual needs of the children for whom they care and treat them with kindness and respect. Children enjoy a wide range of activities tailored to suit their interests and learning needs and make good progress in their learning and development. The commitment to improving outcomes for children is evident in the self evaluation and action taken to develop the areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure the times of children's attendance is recorded accurately
- develop links with others who deliver the Early Years Foundation Stage (EYFS)
- further develop planning and assessment to clearly identify children's next steps in learning

The leadership and management of the early years provision

The nursery is well organised and run by a dedicated management and staff team who skilfully support the welfare and learning and development needs of the children they care for. The setting has good procedures in place for monitoring and reflecting practice. They have addressed recommendations from the previous inspection and are aware of their strengths and areas for improvement. All

required policies and procedures are in place and all staff and parents receive copies of these. There are effective recruitment and induction procedures in place. All adults working with children undergo rigorous checks to ensure their suitability and are fully aware of their roles and responsibilities within the nursery. Staff retention is good and regular appraisals ensure their ongoing suitability and training needs are assessed. All staff receive training in safeguarding, first aid and food hygiene within the first few months of joining the nursery and this further promotes the safety and welfare of the children.

Staff's understanding of child protection procedures are good and they fully understand their responsibility to report any concerns. Security cameras and a buzzer system ensure staff know who is entering the building and visitors to the building are required to sign in. Procedures for recording arrival and departure times are on the whole effective, although on occasions the time of departure is not always recorded. Risk assessments are in place ensuring all areas, equipment and resources are safe. Outings are undertaken daily and staff are vigilant in ensuring children remain safe. For example, when visiting the local park, staff risk access the area before children leave the nursery and take a bag of essential equipment such as first aid kit, mobile phone and drinks for the children. A record of staff and children who have gone on the outing is completed and ratios are maintained at all times.

Relevant information is obtained from parents before the children start the nursery, which ensures that staff have a good knowledge of their individual needs and routines. There are both formal and informal systems in place to discuss children's on going achievements and parents can access their children's records at any time. Parents are encouraged to be involved with their children's learning as staff make them aware of activities which can be followed up at home. For example, children take home 'travelling ted' or 'travelling rhino' large soft toys and are encouraged to take photographs about his adventures which are displayed on the walls in the nursery. Parents receive useful information about the nursery through a welcome pack and notice boards. They are asked to complete questionnaires and express their views about the nursery as part of the evaluation system and replies suggest that they are very happy with the service provided and their children are happy and settled. Although the nursery have made links with schools children will be moving on to, this has not yet been extended to other providers who deliver the Early Years Foundation Stage (EYFS).

The quality and standards of the early years provision

Children are confident and happy in the nursery. Good relationships are evident and staff and children enjoy each other's company. Children approach staff readily for help or just a chat and good ratios of staff ensure children are well supported and supervised during their time in the nursery. Children behave well and staff are good role models ensuring children behave in ways that promote their own and others welfare. Acts of kindness are acknowledged as children put leaves stating their kind act on the 'kindness tree' and this helps promote children's self-esteem. Staff have a good understanding of how to support children's learning and plan activities taking into account children's interests and individual needs. They use

observations and photographs in learning journeys to record children's achievements and track their progress along the early learning goals. However, children's next steps in learning are not always clearly identified.

Staff interact well with all age groups, encouraging conversations and free expressions of ideas. They ask open ended questions which encourage children to think creatively. Staff respond to babies and younger children's gestures as they make sounds, for example when trying to sing or making the sounds of farm animals. Older children enjoy looking at photographs and talking about who they recognise and what they are doing. They confidently explain to visitors about the tortoise who came to visit and how he had a hard shell and walked along the floor and how they drew pictures of the tortoise. Children are proud of their achievements and show the farm animal masks they have made. They place the masks in front of their faces and make the animal sounds and ask visitors if they would like a turn. Lots of children's work is displayed around the nursery showing their creativity and fostering their sense of belonging. There are many opportunities for children to count and use simple calculation in everyday play. They learn to use computers and show good mouse control as they play counting games. They have opportunities to use other electronic equipment such as CD with head phones and dance mat.

Children enjoy their play in a clean, stimulating and welcoming environment and rooms are well set out to maximise the play opportunities for the children. They have access to a good range of quality resources which are easily accessible, support them in all areas of learning and are age appropriate. Children's good health and well being are extremely well promoted and the necessary steps are taken to prevent cross infection. Hand sanitizers are located in areas of the nursery and staff have small hand ones which are clipped to their clothing. Children learn the importance of good personal hygiene and the need for regular exercise as part of a healthy lifestyle. Visual displays in the toilet areas are used as an aid to remind children to wash hands at appropriate times. A portable sink is used in rooms for babies and toddlers where they develop independence as they wash hands before snack and meal times. They also take the opportunity to have a little splash. The nursery is a shoe free zone and visitors are provided with protective shoe covers. Older children are developing an awareness of their own care needs as they inform visitors they need to wear sun cream and hats during the hot weather in case the sun burns them. They access drinks as they require them and staff ensure babies and toddlers are offered drinks throughout the day to prevent them becoming dehydrated. Children receive a range of healthy and nutritious snacks and meals which are freshly prepared and organic produce is used. They have opportunities to try many different foods and also be involved in cooking activities and discussions about food, developing their understanding of healthy eating. Their individual dietary requirements are adhered to and every effort is made to supply children with food that looks the same as the others so they do not feel left out.

Children enjoy being outdoors and although the outdoor area attached to the nursery is very small staff have utilised the area well. There is a range of activities available for children to become involved in if they wish and these are changed during the session. For example, a wigwam with cushions and books, small bench

for children to sit on, sand and water play, small paddling pool with duck game. Children have opportunities to develop their large motor skills as they take part in music and movement and gym sessions and visit the local park where they play on the large play equipment. They thoroughly enjoy listening to the music and joining in as they do the actions required and sing-a-long to the songs. In the park they have fun on the see saw and pretend they are going on a journey on a ship and sing 'row, row, row the boat'. Children learn to keep themselves safe as staff gently remind them to hold on with both hands when on the swing and be careful when running around. They show a developing awareness of road safety as they talk about waiting for the green man before they cross the road and when the red man is showing you have to stop. Outings also provide children with opportunities to develop an awareness of the world around them. Babies and toddlers are also taken out on daily walks where they feed the ducks and toddlers have opportunities to run around and play in the fresh air. Indoors they enjoy playing in the ball pool, crawling through the tunnel and climbing and sliding. They squeal with delight as they throw the balls out and staff throw them back to them. Children who are learning to walk receive appropriate support and encouragement from staff. As they hold on to the side of the ball pool and pull themselves up they reach out to staff with their hands, as staff take their hands they walk forward and they are praised for their efforts.

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?	1
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

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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