

Little Monster Day Nursery

Inspection report for early years provision

Unique reference number	EY385910
Inspection date	24/06/2009
Inspector	Lynne Elizabeth Lewington

Setting address	Little Monsters, 3 Ridgeway Parade, Church Crookham, FLEET, Hampshire, GU52 6NY
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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).

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 Monsters Day Nursery was register in 2008. It is registered on the Early Years Register. The nursery operates from a former shop unit in Church Crookham. There are two rooms, a main room where most activities take place and a baby room which is used as a book area and for children under two years of age. The nursery operates on an open plan, free-flow basis. There is a fully small enclosed outdoor play area and level access throughout the premises.

The setting is registered on the Early Years Register. It serves families from the local community and surrounding area. There are currently 43 children on roll. The setting takes children aged from six months to four years. Children may attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery opens five days a week (Monday to Friday) for 51 weeks of the year, excluding Bank Holidays. The nursery closes for a week at Christmas. Sessions are from 07.45 to 18.00. There are five members of staff working with the children, three of whom hold a recognised early year's qualification.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children experience satisfactory opportunities to develop their interests and skills in this setting although the activities and opportunities do not sufficiently extend the learning opportunities for the older and more able children. All children are welcome and appropriate care is taken to ensure appropriate information is gathered from parents and carers in order to understand children's individual needs. The owner has identified areas she wishes to improve and has started to take steps in order to do this indicating the setting may improve.

What steps need to be taken to improve provision further?

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

- improve the risk assessment to clearly identify potential hazards on the premises and on outings and identify the action taken to manage these risks; maintain a record of when the assessment is reviewed
- ensure all staff are aware of the childrens next steps in learning in order that they can promote them throughout the day
- improve organisation to ensure staff have an area available for a break away from the children, and also opportunities to complete childrens records
- continue to develop observation and assessments of each child's achievements, interests and learning styles; use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child

The leadership and management of the early years provision

The owner has plans in place to promote positive developments in the setting; this includes ensuring each member of staff has appropriate training and skills to undertake their role. They have sought advice from other sources regarding the implementation of the Early years Foundation Stage but lack confidence and understanding in discussing and implementing the suggestions. The current organisation of the staff does not enable them to have breaks away from the children to rest or to complete children's records.

Parents speak positively about the setting and feel that staff are helpful and welcoming. They acknowledge that the setting has started to make improvements after a time when it appeared staff had low morale. Daily information sheets and face-to-face conversation with the child's key worker help to keep them informed of their child's day.

A clear policy is in place regarding safeguarding children and staff are confident in the action they must take if they are concerned about a child in their care. The flow chart from 'What to do if you are concerned a child is being abused' is clearly displayed on the notice board for staff and parents to see. This helps to ensure everyone is aware of their role in reporting child protection concerns.

Whilst a risk assessment has been undertaken of the premises it is very minimal and does not clearly identify the risks on the premises or on outings and how they should be managed. For example it lists 'drain covers in position' and is ticked. The drain covers are not in position and do not fit the drains securely. Staff do supervise the children closely and talk to them about dangers encouraging their awareness of how to keep safe.

The premises provide a free-flow play experience making use of all areas including the outside play space. The toilet facilities do not currently provide children with any privacy from each other. The youngest children, under close supervision join the older children creating a family atmosphere where children learn to show consideration and care for the little ones.

Children enjoy healthy snacks and meals are heated on the premises. Drinks are freely available throughout the day to prevent dehydration. A clearly displayed menu enables parents to see what meals have been offered to their children each day. Children demonstrate a suitable knowledge of good hygiene routines and tables and chairs are cleaned thoroughly after meals.

The quality and standards of the early years provision

Children undertake mark making activities and create their own pictures with collage materials and paints. These resources are easily accessible to the children enabling them to make choices in their creations. Clear labelling around the setting and a wide selection of books enables them to see the written word. Some children show an awareness of letters and their sounds. Many children speak confidently in

a group and can make their needs understood. Action songs and stories help to encourage the children's vocabulary and imaginations.

Small world play toys are easily accessible to the children and they help themselves to the toys from the shelves. Some show developing awareness of how the train track fits together and enjoy opportunities to undertake puzzles. They use construction toys and indicate an awareness of size and shape as they build towers.

Children use the climbing frame confidently; they use wheeled toys skilfully and enjoy opportunities to exert their energy. The outdoor play environment provides very limited space for running; however they do visit local outdoor areas on occasions. They demonstrate increasing physical skills as they use tools in the dough and sand and use pencils, crayons and paint brushes.

Dressing up clothes are available and some imaginative play items, enabling children to act out events. Some children join in with action songs developing their self-confidence and abilities to communicate and express themselves.

Children welcome and greet each other and they show concern and interest in the younger children. They have free choice in their activity however there is insufficient planned activity and interesting resources on display to encourage and challenge children, particularly the older and more able children. The free flow system in operation currently does not offer a variety of experiences which enable children to have both industrious and quiet times.

Some records are maintained of the children's activities and progress however insufficient care is taken to promote the next steps in children's learning. Staff lack opportunities to share their views about children's progress with each other sufficiently to enable all staff to encourage and plan effectively to promote maximum individual development.

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.	3

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?	3
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?	3
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

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