

# Monkton Day Nursery

Inspection report for early years provision

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**Unique reference number** 322347  
**Inspection date** 25/08/2009  
**Inspector** Elizabeth Margaret Grocott

**Setting address** 16 Elmsley Road, Liverpool, Merseyside, L18 8BB

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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).

## Description of the setting

Monkton Day Nursery School was registered in 1980, and operates from a converted detached house in the Mossley Hill area of Liverpool. Children are cared for in separate rooms according to their age and ability. The nursery is registered on the Early Years Register and serves the local and surrounding areas. The nursery is open five days a week from 8am until 6pm all year round with the exception of bank holidays. They are registered for 56 children in the Early Years Foundation Stage (EYFS), and there are currently 70 children on roll. Older children are cared for on the first floor - there is no lift access. All children share access to a large secure garden.

The setting supports children with learning difficulties and disabilities and children who speak English as an additional language. There are a team of 14 staff including the manager, of whom all hold appropriate early years qualification or are working towards these. The setting is supported by the local early years team and an advisory teacher.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff have a very good knowledge of each child's individual needs and interests, and strive to ensure these are fully reflected in the provision. An inclusive environment coupled with excellent partnership working means the outcomes for children are positive. Staff have a very good understanding of the EYFS, although there are minor weaknesses in the recording of observations. Independence is mostly encouraged, however, there is a weakness in support for those who speak English as an additional language.

## What steps need to be taken to improve provision further?

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

- ensure children are provided with experiences and support which will help them to develop a positive sense of themselves and others, for example, encourage older, more able children's independence to manage their own personal hygiene in private
- use the systems in place to regularly observe children in problem solving, reasoning and numeracy
- improve support for children learning English as an additional language, for example, by using the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'.

## **The leadership and management of the early years provision**

Effective steps are taken to ensure children stay safe. A detailed daily risk assessment is carried out, to ensure that all areas of the building and garden are safe before children arrive. Staff have a secure knowledge and understanding of safeguarding issues and the procedures followed should they have concerns about a child. Children regularly practice evacuating the premises, so they learn to keep themselves safe should the need for emergency evacuation be required. Staff are led by a strong, enthusiastic, supportive management team, who strive to improve outcomes for children. Regular one to one meetings, and larger staff meetings, keep them up-to-date with early childcare issues, and encourage them to develop their professional skills by attending training courses.

Staff have attended a variety of training courses including first aid, safeguarding, behaviour management and autism awareness. This enables them to gain a better understanding of specific issues in order to benefit children. All policies and procedures needed for the smooth running of the setting are well organised and regularly updated.

Partnerships with parents are outstanding. There are clear systems in place to gather information from parents before children start, and their developmental records are freely accessible on shelving. They are invited to social parent's evenings where they meet other parents and discuss their child's achievements. They are regularly encouraged to provide information about children's interests and needs so that an individual service can be provided for each child. Letters and cards from parents indicate their delight with the service provided; they speak highly of the nursery and comment on the friendly, approachable staff who communicate well. They are involved in their children's learning and some parents help with building a boat in the nursery garden for children to play in. Parent's views are valued and regular newsletters keep them well informed about new staff, topics the children are interested in and any changes to the nursery. They fill out questionnaires giving their views and a suggestion box is also available.

The provision demonstrates the ability to continuously improve as the recommendations from the previous inspection have been addressed. Security has been improved as CCTV records who is at the front door, and staff also look who comes through when the door is buzzed open, protecting children from intruders. Staff have created photographic lists of toys so children can choose what they want to play with, this has been done in an effort to provide more choice where space is limited. The policies and procedures have been reviewed and many changes have been made to the way staff communicate with parents to ensure a better flow of information.

## **The quality and standards of the early years provision**

Staff demonstrate a very good understanding of the Early Years Foundation Stage (EYFS), and are generally pro-active in meeting the needs of all the children. They have yet to develop more support for those who speak English as an additional

language, however, children with learning difficulties and disabilities are supported well. Children have enormous pleasure planting, growing, harvesting and eating their own fruits and vegetables. They learn to care for living things as they gently stroke their two new pet rabbits who live in the garden, and enjoy the thrill of using their imagination playing on their new boat, also in the garden, built for them with the help of parents. The outdoor area has been developed since the last inspection to include a secret garden, dens, models of life size sheep and pigs, a 'bug pile' for children to dig and explore and a herb and vegetable garden. They are awaiting the arrival of the new 'lamb banana' in their garden. Children develop a lot of their learning in the outdoors and both staff and children are provided with waterproof clothing, so they can play out in all weather's. Children use guttering as they explore with water and marbles.

Management have developed a very effective system for recording children's progress and planning individually for the children. All six areas of learning are regularly provided for each age group, but there is a minor weakness in recording observations in problem solving, reasoning and numeracy. Children are encouraged to be independent, through learning to feed themselves and serve their own meals. However, older, more able children are offered little privacy in the toilet area, as there are no doors on the toilet cubicles, this does not encourage their independence. All children have access to a vast range of books and reading materials. They are attractively displayed and children are encouraged to access them regularly. All age groups thoroughly enjoy selecting books without being prompted and spend time engrossed in them.

Children enjoy healthy meals and snacks which are freshly prepared by the chef each day. They eat heartily as they serve themselves with fresh vegetables from the garden. During lunch they tuck into their hot pot with carrots and broad beans followed by home made rice pudding. At teatime they select from crackers, tea bread, cheese and tomato straws and fresh fruit. Children are provided with milk and water throughout the day to keep them hydrated and develop good habits for the future.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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