

Monkey Puzzle Day Nursery

Inspection report for early years provision

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EY368488

Inspection date

21/09/2009

Inspector

Joanne Wade Barnett

Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Monkey Puzzle Day Nursery opened in 2008 and operates from Hartley Dyke Business Centre in Cranbrook, Kent. The premises are accessible on the ground floor with stairs leading to the first floor. Children have access to an enclosed outdoor play area. The nursery is open each week day from 07:00 to 19:00 for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 76 children may attend the nursery at any one time. There are currently 60 children aged from birth to under five years on roll, some in part-time places. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 11 staff members working with the children. The manager and eight members of staff hold an appropriate childcare qualification. Two members of staff have an Early Years Degree and one is working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have developed their knowledge of children's individual needs well, helping to ensure all aspects of children's welfare, well-being and learning are promoted effectively. Children are able to play and learn in a safe and secure environment. Clear, well-kept records and documentation means staff are able to provide well-informed care for every child. Staff have a positive attitude towards monitoring their practice through self-evaluation. This ensures all staff consistently reflect on their practice and continually make improvements to all aspects of the provision.

What steps need to be taken to improve provision further?

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

- consider revising the use of work sheets in children's learning environment
- ensure that parents have regular opportunities to add to records and make comments

The effectiveness of leadership and management of the early years provision

The nursery staff are dedicated early years practitioners who work together well as a committed team. They are building on the improvements and achievements they have already made and identified for the future. Staff development is given good

priority and staff are positive about enhancing their knowledge and keeping their skills up-to-date through the completion of additional training. This ensures staff regularly review their practice and make continuous improvement.

The provider operates a fully inclusive provision. All children are welcomed. The provider ensures that all children acknowledge each other's differences through their play together. For example, the children recognise their different age related abilities when participating in some activities. The staff are aware that different groups of children need particular input. For example, boys; staff are aware that they need to be allowed to show their feelings as they let off steam. Staff listen to their requests and negotiate with them about resources. The provider has some excellent resources for both indoors and outside, most noticeably the raised sensory garden with a water feature and where children clearly enjoy exploring. Photographs show the children having great fun planting vegetables and digging in this new addition in the garden. The rooms are arranged to make the best use of resources, with comfortable seating areas as well as well-defined role play areas for every age range.

There is a good two-way flow of information with the local authority and successful links with outside organisations result in a supportive network for all children, providing consistency in their care. Staff have a very good understanding of their role and responsibilities in safeguarding children. All staff complete appropriate training and are familiar with the procedures to follow if they have concerns about a child's welfare. Appropriate recruitment policies ensure all staff are vetted thoroughly and are deemed suitable to work with children. Risk assessments covering health and safety both on and off the premises are regularly carried out and recorded. For example, there are clear procedures regarding security issues, such as the safe collection of children by persons other than parents. Partnerships with parents/carers are good and feedback obtained from them is positive including a recent questionnaire. Although more opportunities to allow parents to include comments regarding their children's development would be beneficial to help with the link between nursery and home.

The quality and standards of the early years provision and outcomes for children

Children achieve well as they enjoy their learning and develop very positive relationships with their peers and the staff. The key person system is effective as staff know the children well and have a clear knowledge of each child's individual needs. Children develop good social skills and generally behave well. There is a busy and purposeful atmosphere evident throughout the nursery. The daily routine is planned well and is adapted to meet children's personal needs.

The provision for supporting children's health is extremely robust. The nursery is clean and well-maintained and many precautions are taken to protect the spread of infection. All staff carry anti-bacterial gel. Toys are regularly sterilised and appropriate cleaning routines ensure hygienic practice. Children understand the importance of good health and recognise why healthy eating is important to promote their development. Meal times are relaxed and children benefit from

nutritious meals and snacks. Children have an excellent understanding about healthy lifestyles as they participate in lots of physical activities, know what constitutes healthy food and are very aware of personal hygiene and how infection can spread.

There is a good range of activities, toys and equipment suitable for children in the early years age group. The storage is low level, and the boxes and drawers all have pictures/words on the front showing what the contents are. Different learning areas provide different and stimulating experiences for children. The mark making area is very popular, although some displays focus on work sheets. There is a quieter section, where comfortable cushions and a sofa are used by the children, for relaxing and looking at books or listening to stories. There is also space for tracks or roads to be laid out and played with largely undisturbed. A role play area contains kitchen equipment with a variety of different dressing-up clothes.

Children develop a strong sense of belonging within the nursery. They see many photographs of themselves on display and staff are eager to catch the children on camera to further enhance each child's profile. Children feel listened to and acknowledged as staff take time to engage in conversation with children and are responsive to their individual requests, preferences and ideas. Staff are very sensitive to children and regard all children as individuals. Staff show respect for children and adopt a positive role model for all children to follow. As a result, children are polite to each other and children's behaviour is managed well.

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

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 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