

Monkey Puzzle Day Nursery

Inspection report for early years provision

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Inspector Sarah Fletcher

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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*.

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Description of the setting

Monkey Puzzle Day Nursery is run by Xadus Care Limited and is situated in Oxley Park, Milton Keynes, Buckinghamshire. It opened under this registration in 2009 and operates from a large purpose-built building on two floors, connected by stairs and a lift. There are four main rooms for the children's use, with a separate sleeping room for babies. Each area of the nursery has a bathroom with toilets or changing facilities. There is also a separate kitchen, laundry and office.

A maximum of 82 children may attend the nursery any one time. There are currently 68 children aged from birth to five years on roll, some in part-time places, and the nursery provides funded early education for three and four-year-olds. The nursery is registered by Ofsted on the Early years register and is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are 13 members of staff, including the manager, 12 of whom hold early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff meet children's needs routinely and provide a relaxing and friendly environment where they can play and learn together. Children are safeguarded appropriately and benefit from the developing two-way communication system between staff and parents, which provides a range of appropriate information and daily discussions on arrival and collection to maintain continuity. Staff offer support to all children and help them feel welcome, regardless of their family background, race or gender. The newly appointed nursery manager and her staff team are keen to improve the quality of children's care and learning and are taking positive steps towards improvement through self-evaluation.

What steps need to be taken to improve provision further?

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

- make sure the systems for planning, observation and assessment are used effectively across the nursery
- develop the links between individual children's next steps and the planning and evaluation of activities to demonstrate how all children make progress towards the early learning goals
- improve the system for recording the administration of children's medicines to ensure all relevant details and parental agreements are fully completed
- develop staff's knowledge and understanding of children's dietary requirements to ensure each child receives appropriate food at meal times and ensure that good hygiene routines are followed across the nursery

The effectiveness of leadership and management of the early years provision

Staff and management take positive steps to ensure they safeguard children, keeping the premises child friendly and maintaining ratios carefully. Effective entry systems protect all children from unvetted adults and recruitment and vetting systems ensure the suitability of adults looking after children. Staff maintain daily checks to promote children's safety, allowing them freedom to move around in the secure environment. Risk assessments are maintained appropriately to reduce potential hazards and dangers of all areas children access, indoors and outside. Staff have a developing understanding of protecting children from harm, which they have mainly gained through their qualifications, although some staff have acquired a more secure knowledge through recent training courses. Working together, their knowledge and understanding enables the nursery to promote outcomes for safeguarding children effectively.

Children's quality of care benefits from clearly written policies and procedures, which are known to staff and shared with parents. Records for individual children are suitably maintained and parents provide written permissions routinely at registration. Attendance is recorded accurately and information regarding children's accidents is shared with parents in confidence. However, the system for recording the administration of children's medicines is not always fully completed. Parents are supportive of the nursery and are happy with the care and learning their children receive. Information about the nursery is easily visible around the rooms and entrance hall, together with quality information on the Early Years Foundation Stage, (EYFS). Termly consultation meetings with parents provide opportunities for discussing children's achievements and progress; regular newsletters and daily diaries provide parents with a more detailed view of their child's time in the nursery. Management and staff assess their practice together, through a system of self-evaluation towards improvement, using additional support and guidance from their Early Years advisors. They are beginning to address areas identified for development and are continuing to use the process towards future improvement.

Children are able to select from a wide range of good quality toys, resources and equipment to aid their learning and development. New children are welcomed and settle with relative ease, as they get to know key staff and their peers. Qualified staff are able to access appropriate support from the area SENCO and inclusion officer when required to support individual children. Parents are made welcome at the nursery with posters on display encouraging the involvement of both fathers and mothers in their child's learning. Children attend from different family backgrounds and cultures, mixing well with their peers. Staff try to ensure they recognise and value children's differences and display information from children's varying languages. For example, staff have asked families of the Korean and Russian children that attend in the pre-school room to provide a written list of translations for familiar words, which are now on display. Children access a developing selection of resources to learn about the wider world, such as a variety of books, different gender and skin colour dolls, hand puppets and disability play figures. Staff encourage exploration of multi-cultural food and dressing up in

cultural clothes to help children learn about festivals; there is an assortment of pictures on display around the rooms to show children from differing cultures.

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

Children are aware of basic hygiene routines, using the bathroom and tissues independently, with reminders to wash their hands before snacks and meals to avoid cross infection. Babies and young children have their hands and faces wiped with individual flannels before and after food. Food and drink is consumed socially as children and staff group together and chat about their lives and families. Meals and snacks offer a range of healthy choices, with regular access to fresh drinking water throughout the day. Parents are consulted about their child's dietary or religious food requirements to ensure they receive the appropriate meals. However, not all staff across the nursery have an up-to-date knowledge of individual children's dietary needs. Older children are encouraged to extend their personal hygiene routines as they develop their independence, for example, brushing their teeth after meals; however, this practice is not always regularly reinforced.

Records show children are beginning to make progress in their learning and development and receive positive praise for their efforts and achievements. Most staff implement the EYFS framework effectively and make observations and assessments on children's progress. However, the systems for monitoring children's progress are not always taking place across the nursery and do not always identify children's next steps of learning to link into the planning of future activities.

Children have daily opportunities for outside play within the secure outdoor area, which provides children with gardening and exploration activities, together with opportunities to develop their physical skills. Ample space allows children the freedom to run around and use the play equipment as they choose, or to play quietly alone or with friends. Staff are on hand to support them as they play or join in with activities, forming positive relationships with both adults and their peers.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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