

Little Monkeys Day Nursery

Inspection report for early years provision

Unique reference number	EY287683
Inspection date	23/11/2009
Inspector	Debbie Molly O'Callaghan
Setting address	Jubilee Walk, Albion Way, Horsham, West Sussex, RH12 1AR
Telephone number	01403 230404
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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

Little Monkeys opened in 2004, operates from purpose built premises and is situated between the park and the town centre of Horsham, West Sussex. The nursery is privately owned by Holiday Club 4 Kids Activities Ltd and is part of a group of nurseries providing childcare facilities in West Sussex and neighbouring counties. The nursery offers full day care for 60 children between the ages of three months and five years. Children attend for a variety of full and part-time sessions. The nursery is open Monday to Friday from 08:00 to 18.00 throughout the year, excluding bank holidays.

There are currently 101 children attending who are all within the Early Years Foundation Stage (EYFS), of whom 23 receive funding for early education. The nursery supports children with disabilities and who speak English as an additional language. There are 12 members of staff who work with the children. The manager holds a level four qualification and all staff hold recognised level two or three childcare qualifications or are working towards one. The setting receives support from a mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know each child well and this enables them to meet their individual learning and development needs. They are well organised and committed to improving the outcomes for children. Staff have a good understanding of equality of opportunity and how to promote inclusion. They show respect for all individuals associated with the nursery and make them feel part of the group. Staff ensure that all children enjoy planned activities that are tailored to suit their interests and learning needs. The nursery is committed to training and updating staff skills to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child; and who has parental responsibility for the child
- 25/11/2009

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

- ensure a good range of mark making materials are easily accessible to children
- further develop the systems for self evaluation

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibility in safeguarding children. They know and follow the procedures if they have any concerns about a child in their care. All adults who work in the nursery have undergone checks to ensure their suitability. Careful recruitment and induction ensure staff are suitable and have a good knowledge of how the provision operates. The security of the premises is good and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out at regular intervals throughout the year ensuring all areas, equipment and resources are safe.

Generally there is a good range of play materials and resources that children can access independently, however mark making materials are not freely available for children to use spontaneously and experiment with writing.

Annual appraisals assess the staff's ongoing suitability and identify training needs. Regular opportunities for training ensure staff develop new skills as well as keeping up to date with changes. Most of the required paperwork is in place and generally well maintained. Policies and procedures outline the service provided and these are available to parents at all times. The manager is receptive and aware of the need to review practice and monitor progress. The manager has identified some areas for improvement although the process of self-evaluation is not yet fully established.

Staff gather detailed information before children start to ensure their individual needs can be met. However, they have not obtained information about who has parental responsibility for the child. There are good systems in place to support children with special educational needs and/or disabilities. Staff liaise with other agencies and parents to ensure children's individual needs are met.

Parents receive useful information about the provision and newsletters that give details of the topics children will be looking at. Information about themes is displayed and parents invited to offer ideas for activities. Parents are actively involved in their children's learning and share home experiences. Children take the activity monkey home with a disposable camera and scrap book and are encouraged to record what they have done at weekends or on holiday. There are both formal and informal systems in place to share information about children's achievements and parents can access their children's records at any time. Parents of babies receive daily feedback sheets informing them of their day.

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

Staff create an environment where children play happily and have plenty of space to move around. Play in both rooms is purposeful with a good balance of adult led and child initiated activities. Planning is good and the use of forward planning sheets allows staff to cater for group and individual learning needs. Activities are not evaluated consistently throughout the nursery, meaning that occasionally next steps in some areas of learning are not identified.

Children play safely with a good range of toys and resources, which are mostly

accessible. Children settle well as staff greet them and make them feel welcome. Children are confident and independent within the setting and know the routines which make them feel secure. They become star helpers for the day which builds confidence and self-esteem. Children behave well and learn to respect others through organised games and activities. Staff act as good role models and children benefit from lots of praise and encouragement.

Children learn how to keep themselves healthy through discussions, physical activities both indoors and out and well balanced meals. Children thoroughly enjoy their meal of 'Cowboy pie' and ask for more; staff are happy to provide this. They also learn the importance of rest and good personal hygiene as part of a healthy lifestyle.

All children love to listen to stories. In the baby room, staff read stories and talk about the pictures encouraging understanding and the acquisition of language. Older children discuss stories and pictures using good vocabulary. Children enjoy singing traditional and modern rhymes and songs, such as 'The grand old duke of York'. Children really enjoy singing along with actions and playing with musical instruments. They thoroughly enjoy the 'Bear hunt' story. A staff member acts out the story using a range of expressions and actions and the children join in enthusiastically making this a fun time for all. Staff looking after the children are warm and caring and children enjoy plenty of cuddles.

Children enjoy exploring as they go outside and look for bugs with their magnifying glass; staff encourage the children to look under objects and discuss with them the number of legs and eyes spiders have, children are engrossed as they find webs and insects.

Children count in everyday activities and discuss the weather. They learn about the days of the week, date, months and seasons which helps them understand the passage of time.

Children learn about the environment through daily, carefully planned outings to local parks, the library and local shops. They visit Tilgate park and enjoy theatre trips in the local town centre.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	3
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

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Outcomes for children in the Early Years Foundation Stage

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	2
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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