

Monty's Day Care At Manic Monsters Ltd

Inspection report for early years provision

Unique reference number	EY394090
Inspection date	25/06/2010
Inspector	Stacey Sangster
Setting address	Unit 1-4 the gardiner business park, Little Browns Lane, Edenbridge, Kent, TN8 6LH
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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).

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.

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

Monty's Day Care opened in 2010 and operates from The Gardiner Business Park in Edenbridge, Kent. The premises are accessible on the ground floor. Children have access to an enclosed outdoor play area. The nursery is open each week day from 7.30am to 6.30pm 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 51 children may attend the nursery at any one time. The setting is newly opened and currently 10 children in the early years age range are enrolled.

The nursery employs seven staff, all of whom hold appropriate early years qualifications. The nursery provides funded nursery education for three- and four-year-olds and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets the needs of children in the Early Years Foundation Stage effectively both in relation to care and education. Self-evaluation systems are emerging and focus appropriately on the areas which will make the most difference to children. The setting demonstrates the capacity needed to continually improve on what they do and the service that they offer.

What steps need to be taken to improve provision further?

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

- ensure that when assessing children's progress the Early Years Foundation Stage is used as a benchmark to identify how well children are making progress
- consider organising the environment to enable the youngest children to have free flow opportunities in and out of the garden.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by this setting. Risk assessments identify, monitor and reduce risks appropriately. Staff recruitment systems are robust and the arrangements for vetting staff effective. All staff undergo a Criminal Records Bureau check and are not permitted to have unsupervised access to children until this is completed satisfactorily. Resources are plentiful, well maintained and organised effectively so that children can access them safely and easily. The setting offers a wide range of resources to promote equality and diversity and

actively seeks ways of providing a fully inclusive environment. Managers and staff have effective systems in place to reflect on and review their practices. Activities are evaluated, the environment is monitored and observations undertaken to ensure that even that which they do well is investigated, in order to identify how it may be improved in the future. The partnership with parents is valued and encouraged. There is a good two-way communication in place particularly in relation to sharing information about children's care needs. Systems are in place in order to ensure that information relating to children's developmental progress also develops into a good two-way exchange of information. The setting is aware of the requirement to develop partnerships with any other Early Years Foundation Stage provider who shares the care of a child attending this setting, so that arrangements can be made to complement each setting's delivery of the care and learning. No children currently attend other settings. The setting demonstrate the capacity to form good links with other agencies who can be called upon to assist in their support of children attending. There is a qualified special educational needs coordinator (SenCo) employed to identify and assess the needs of children who have, or may have, special educational needs and/or disabilities.

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

Children's welfare needs are met effectively by the setting. A range of policies and procedures inform the parents and guide the staff, in relation to welfare issues, such as administration of medication, sun safety, the recording of accidents and incidents and the setting's infectious illness policy. Children's dietary needs are recorded and care is taken to ensure that children are unable to access forbidden foods. Children enjoy attending the setting. They take part enthusiastically in activities, explore the environment confidently and relate well to each other and to staff. Children's achievements are recorded and observations noted. The current system tracks rather than assesses the children's progress and is used to support the planning of activities. Staff, however, demonstrate a good awareness of children's different abilities and preferences for learning and as such ensure that children have opportunities to explore activities at a level which provides them with appropriate challenges. Behaviour in the setting is good with staff role modelling polite and respectful behaviour, which children emulate. Positive praise is used frequently to demonstrate to children which behaviours are desirable and to reinforce good behaviour. Children are encouraged to be respectful of each other's differences. They learn about cultures and religions different to their own by accessing a wide range of resources which provides information in a child-friendly manner. All children have opportunities to celebrate festivals and special days which are important to themselves and their family. The resources reflect a wide range of different ethnic, religious, cultural and family compositions and include those which positively reflect disability. As such, any child attending the setting should be able to find images which reflect themselves and their family.

All children have access to a high quality, thoughtfully designed, exciting outdoor play space. Older children are able to directly access this area from their play rooms, while the younger age range have to be escorted by adults and have only direct access to an underdeveloped area of outside space, which leads into the

main outdoor play area. This puts younger children at a disadvantage in relation to being able to choose freely when they want to play outside, and does little to encourage them to express an interest in doing so. Children learn to support their own health by the promotion of fresh air and exercise. They learn about healthy eating during topics, stories and discussions at snack and mealtimes. Children are encouraged to develop an understanding of the role that hygiene plays in their health during routine hand washing before meals and after using the toilet or playing outside. Children are encouraged to play with toys and equipment safely. They are provided with gentle reminders and encouraged to think about the impact that unsafe behaviour may have on themselves or others. This helps children to develop an awareness of risk and how to begin to manage it for themselves. Interaction between staff and children is warm and affectionate. Children approach staff confidently for comfort, to ask for help or just to chat to them about what they are doing or thinking. Staff support children well to develop skills important to their future. Children are demonstrating increasing confidence, independence and self-care skills. Staff nurture their inquisitive nature and encourage them to explore, investigate and question in order to find out for themselves about the world around them. Children's vocabulary, communication language and literacy skills are extended in nearly every activity and children show an interest in problem solving, numeracy and reasoning. Children have good opportunities to access and explore technology. Heuristic play is encouraged and the setting has an extensive range of materials that children explore to extend their knowledge and understanding of the world.

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	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

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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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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