



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509566

DfES Number: 583107

INSPECTION DETAILS

Inspection Date	21/05/2004
Inspector Name	Mandy Gannon

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Monkey House
Setting Address	Mapledurwell Village Hall Tunworth Road, Mapledurwell Basingstoke Hampshire RG25 2LU

REGISTERED PROVIDER DETAILS

Name	Miss Nicola Huggett
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Monkey House Nursery School is a privately owned group that has been running since 1997. It is held in a village hall in a rural location and serves the local community and surrounding villages and towns. The group use the main hall and have access to the kitchen and toilet facilities. Outdoors the group are able to use the council maintained play area and the field. Outdoor play is supervised at all times.

The setting provides sessional care for 24 children from 2yrs 6mths - 5yrs.

Opening hours are Mondays and Thursdays 09:15-12:00 and 12:00-15:00, Tuesday 12:00-15:00, Wednesday 09:15-12:15 or 09:30-13:30 and Fridays 09:15-12:15.

The group is in receipt of government funding. There are currently 29 children on roll, 9 four-year-olds and 3 three-year-olds are in receipt of funding. The group has consideration for special needs and English as an additional language.

Six members of staff work regularly with the children. The owner/ leader is full-time and other staff work a variety of sessions during the week. One member of staff currently holds an early years qualification and four members of staff are undertaking early years training presently.

The group receive support from the Early Years Partnership and have regular contact with their Pre-school Development Worker.

How good is the Day Care?

The Monkey House provides satisfactory quality of care. Staff are currently undertaking training to support their work, to increase the numbers of qualified staff within the group. Policies and procedures are well documented and put into practice, although some amendments and additions are needed. The environment is bright, warm and welcoming and the session well planned to provide an excellent range

and balance of activities. Staff utilise space well, which includes the outside area which children can access daily. Staff provide an excellent range of equipment and toys.

Staff are active in promoting good health and hygiene and encourage children to wash hands. Children bring their own healthy snacks, which they eat together at snack time. The manager completes risk assessments on a regular basis. Staff are vigilant about children's safety both inside and outside of the building and minimise risks for children. Staff have a good understanding of child protection, have attended training and are aware of procedures to follow.

Staff place a strong emphasis on the individual needs of the child. All children are valued and included; staff work with parents and other agencies if necessary to meet this. Staff listen and talk to the children, asking questions to make them think, they are interested in what children say and do and are actively involved in their learning. Adults act as calm role models, offering praise and encouragement, and this is reflected in the good behaviour of the children.

Staff welcome parents into the group. They are very positive about the group and good relationships are formed. Parents receive regular information about the group and their child's progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff organise space well, providing sufficient space to meet children's needs
- Staff provide an excellent range of toys and resources offering an interesting, stimulating environment and covering all areas of learning
- Staff form good relationships with parents. They are well informed and welcomed, providing a secure environment for the children

What needs to be improved?

- the inclusion of Ofsted details in complaints procedure
- the procedures for completing the register
- staff qualifications, to ensure that the minimum qualification requirement is obtained by 50 per cent of staff
- the accessibility of toys and resources, so that children's independence is encouraged
- the qualifications of the person in charge.

Outcome of the inspection
Satisfactory

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date
2	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.	31/12/2004
2	Develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification.	31/12/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
14	Maintain adequate recording of children's hours of attendance.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at the Monkey House is acceptable and of good quality. Children are making generally good progress towards the early learning goals. They are making very good progress in communication, language and literacy and mathematical development.

The quality of teaching is generally good. Staff are aware of individual needs of children although currently not all the staff are involved in recording children's progress. Staff provide interesting and varied activities creating a stimulating environment. However, staff do not evaluate activities regularly to inform future planning. In addition, some staff do not allow children sufficient opportunities to freely express themselves.

The leadership and management of the nursery is generally good. Staff work well together as a team and are committed to training. Leadership of the group is good. Staff's skills are valued and the management encourages them to attend training. The manager supports development and actively involves all staff in planning. However, evaluation of the effectiveness of the provision is completed on an irregular basis.

Partnership with parents is very good. Parents are provided with good quality information on a regular basis. Parents are involved in their children's learning and are encouraged to share information. Parents are positive about the nursery and staff.

What is being done well?

- Children make good relationships with each other and adults, they are sensitive to others and work together well taking turns and sharing.
- Parents are well informed and involved in their child's learning on a regular basis.
- Staff work well together as a team and are committed to training and development.
- Children find out about their environment and the world around them, they observe and identify features and show wonder and interest.

What needs to be improved?

- increase opportunities for children to select resources independently
- increase opportunities for children to freely express themselves in art and design

- develop and improve the evaluation of activities on a more frequent basis to enable effective planning.

What has improved since the last inspection?

The key issues from the previous report were to provide more opportunities to select resources and activities without adult intervention, to extend children's opportunities for role play and to be able to associate sounds with patterns in rhymes. Generally good progress has been made in meeting these issues. Children have opportunities to recognise sound patterns in rhyme and music is used in a variety of ways. Children are able to participate in a variety of role play daily and this is encouraged and supported by staff. However, although accessible shelving is available children do not access toys and resources independently and this area continues to be adult directed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make good relationships with each other and adults, they are sensitive to others and work well together taking turns and sharing. Children are confident, they are interested and involved in activities and show wonder and excitement. Children sit and concentrate appropriately when taking part in activities. However, children miss opportunities to select activities and resources independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak clearly, negotiate and interact well with each other. They show awareness of the listener and sit well and concentrate for stories. Children recognise their names and understand that print carries meaning. Children link sounds to letters, some are aware of the sound and name of the letter and others are beginning to read.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show a developing understanding of addition and subtraction through practical activities and using associated language. Many children are able to count to ten and beyond and can recognise numbers. Children name and compare size, shape and quantity and are able to repeat simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children investigate and observe, finding out about the living world and their features and habitat. Children know about the past and present and are able to recall events in their own lives and are beginning to find out about other cultures and beliefs. However, there are limited opportunities to select appropriate tools and resources independently.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show good co-ordination and move with control and are aware of others. Children are able to use equipment with increasing control. Children participate in music and movement with enthusiasm and creativity. Although children are encouraged to use a variety of tools there are some missed opportunities to encourage children to use small tools, such as scissors, independently.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children express themselves freely in role-play. Children sing simple songs from memory and can repeat sounds and sound patterns with instruments, they enthusiastically participate in music and movement. However, there are missed opportunities for children to freely express themselves in art and design.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve evaluation of activities and complete on a regular basis to enable future planning
- increase opportunities for children to freely express themselves in art and design
- increase opportunities for children to be able to access tools, toys and resources, increasing their independence and to raise their confidence and self esteem.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.