



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY266229

DfES Number: 596763

INSPECTION DETAILS

Inspection Date 22/11/2004
Inspector Name Mary Dingley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Monkeys
Setting Address Wringford Down Hotel
Hat Lane, Forder, Cawsand
Torpoint
Cornwall
PL10 1LE

REGISTERED PROVIDER DETAILS

Name Mrs Susan Molloy

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Little Monkeys Nursery opened in 1998 in the name of Fledglings, it has been under the current ownership since 2003. It operates from five rooms in a converted barn within the grounds of the Wringford Hotel. The nursery is situated in a rural location approximately eight miles from Torpoint.

There are currently 29 children aged six months to four years on roll. This includes eight funded 3 year olds and no funded 4 year old. Children attend for a variety of sessions.

The group opens for ten sessions a week all year round except Christmas and bank holidays. Sessions are from 08.30 to 13.30 and 13.30 to 17.30. On Monday, Tuesday and Wednesday the setting is open until 18.00.

Three full time and one part time staff work with the children. The person in charge has an appropriate early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Little Monkeys provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Children are appreciated, respected and valued. All children are included and the setting endeavours to be proactive when considering care and education for children with special needs. All children have an awareness of sign language and use it routinely during 'greeting time'. Staff question children to extend their language and knowledge. Opportunities are provided for children to play and learn on their own or with adult support. Children are encouraged and able to talk about and recall past events. A good programme of activities is planned, taking account of the early learning goals. The intended learning outcomes are identified. All staff are involved in children's assessments. Assessments do not inform planning. However, this currently has little impact on the support provided to children as the group is small and staff are continually discussing children's needs and achievements. Children have the benefit of a good range of resources, covering all area of learning.

The leadership and management of the nursery are very good. Staff appraisals are used to monitor standards and improve practice. Staff are encouraged and able to identify their own strengths and weaknesses. They work well as a team and support each other. The leader ensures they are informed of changes. She is starting to delegate more responsibility and is aware of where improvements can be made within the provision and is open to new ways of working.

The partnership with parents is very good. Monthly newsletters are published. The setting uses evaluation forms to ensure parents are happy with the provision. A good parent/staff relationship exists and children bring in items of interest from home to discuss or read. This provides consistency and a valuable link between the two learning environments.

What is being done well?

- Children's personal, social and emotional development is very good. They are appreciated, valued and respected. The good examples set by staff result in children showing consideration and respect for others.
- Children's behaviour is very good. They are aware of their routines and boundaries. This is influenced by staff's calm approach.
- A good range of resources is available for the children. This includes opportunities to be involved in independent writing, reading and number activities. Provision is made for children to play and learn on their own or with adult support.

What needs to be improved?

- the written plans and assessments to show a link between them.

What has improved since the last inspection?

Progress since the last inspection is very good. The setting has addressed the areas raised in the action plan by having necessary paperwork in place as a proactive measure to assist in caring for children with special needs. They have extended the assessment system to take account of more able children. This assists in ensuring their individual needs are met.

In addition to this the setting has re-organised the layout to allow the three and four year children to have their own room for some activities, made space for free access to writing and mathematical resources to promote independent learning opportunities, and provided a computer in the room for the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are confident within the setting and play well together. They show staff and their peers respect. Children are very polite, saying excuse me, please and thank you. Children's behaviour is good. This is influenced by the constant praise and encouragement received from staff. Children respond positively to staff requests. All children adapt well to changes in their day. Friendships are formed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children have good communication skills and are able to negotiate with staff, making their feelings and wishes known. All children show a good interest in books. Some are able to use them independently knowing that reading goes from left to right and top to bottom. Others enjoy the support of adults. There is evidence that children are developing their writing skills through having opportunities to practise this in sand and on paper.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children show an interest in numbers through singing, games and activities. Some children are able to carry out simple calculations without objects or adult support. All children recognise basic shapes and most are able to form repeat patterns using shapes and colours. Most children are able to use mathematical language in their everyday conversations with each other.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Most children have very good recall skills. They are able to discuss significant past events and special occasions. All children show an interest in their local environment and talk about their home life. Some in good detail. Most children have an interest in technology and know how it works. For example some have very good control of the computer mouse and others confidently switch the stereo unit off.

PHYSICAL DEVELOPMENT

Judgement: Very Good

All children have a good awareness of their own and each other's space. They move competently around each other in confined areas. Some are very aware of their bodies, knowing what happens if they eat too much. Staff make allowances for rest, if children need it, at the end of action rhymes and games. Most have good fine motor skills and hand eye co-ordination. Some children are able to thread cord through small holes while holding a conversation.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Most children have good imagination, some being able to extend action songs to include their own endings. Others make up games and activities with resources provided. For example they were using large domino blocks to construct a road with ambulance and police vehicles and sirens sounding. All children join in and enjoy familiar songs and free access to musical instruments. All children are able to express their feelings through happy and sad faces and staff encourage this.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the development of planning and assessments to show how they are linked.

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.