

Monkey Puzzle Day Nursery

Inspection report for early years provision

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Inspector ISP Inspection

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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).

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

Monkey Puzzle Day Nursery registered in September 2006. The setting is one of 19 of the Monkey Puzzle Day Nurseries Limited settings. It operates from a purpose built unit in Sonning, Berkshire. All children have access to a secure outdoor play area. The nursery is open every weekday from 7.30am until 6.30pm all year round, except for public holidays and the week between Christmas and New Year. The nursery is registered on the Early Years Register and cares for a maximum of 56 children at any one time. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 49 children within the early years age group on roll, some in part-time places. The nursery provides support to children with special educational needs and/or disabilities. There are 13 members of staff, 11 of whom hold appropriate early years qualifications. Currently 11 staff hold a valid first aid certificate. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, settled and eager to play. Staff have a good understanding of the Early Years Foundation Stage. Children are happily engaged and occupied in a stimulating range of resources, play activities and experiences. Effective observation and assessment arrangements help children make good progress. There is an excellent working relationship with parents and others involved in the children's care. All children are included and their individual needs met effectively. The nursery demonstrates a strong capacity for continuous improvement and is aware of key areas for further development. Self-evaluation reflects the good practice in the nursery.

What steps need to be taken to improve provision further?

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

- develop further mathematical ideas and methods to solve practical problems through everyday routines
- promote consistent hygiene procedures with particular regard to hand washing
- consolidate documentation with particular regard to ensuring attendance record totals for each room reflects the correct number of children who are present.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding procedures. In addition to this, effective vetting procedures help to protect the children. Induction procedures give staff a clear understanding of their roles and responsibilities. There are good procedures in place to monitor all visitors to the setting. Staff work well together as a team and they organise space, time and resources well to meet children's needs and enhance their play experiences. The management team understand the importance of staff attending ongoing training to continue to develop their childcare practices. All staff complete safeguarding training as part of the induction process and most staff hold a first aid qualification. Regular emergency evacuations promote awareness to staff and children of what to do in a real situation. All required documentation is in place including risk assessments for inside and outside of the setting. Attendance records are maintained both in the main entrance and in each individual room. However, room register totals do not reflect the correct number of children in all rooms.

Management and staff are committed and enthusiastic childcare practitioners. They share the same vision and strive to further improve the service they provide. Parents are fully involved in the evaluation process through regularly completing questionnaires, and they have lots of opportunities to share their views and ideas. The setting has a highly positive relationship with all parents and carers. The excellent systems in place ensure parents and carers are very well informed about all aspects of their children's achievements, well-being and development. In addition to this, partnerships with other providers delivering the Early Years Foundation Stage are highly effective. For example, children's current interests, achievements and next steps are now shared to fully promote the best outcomes for children. The setting takes a lead role in establishing highly effective relations and channels of communication with other professionals to ensure individual needs are successfully met. The recommendations from the last inspection have been successfully addressed. Future plans are well targeted to bring about further improvement to the setting and outcomes for children, for example, parents now regularly take home learning journeys. Parents are encouraged to add their own comments and observations to their child's records to ensure they are fully involved in the child's learning.

The nursery is warm and welcoming and staff are very approachable, helping to create an atmosphere that ensures an excellent ongoing two-way flow of information between parents and staff. Staff work closely with parents to settle their children. Parents are able to telephone and speak to their child's key person to seek reassurance that their child is happy and settled. Parents are provided with a wealth of information about the setting and their children's daily activities. The nursery plan to have a digital photograph frame in each room to capture the activities their children have enjoyed during the day. Recent 'thank you' cards show that parents are extremely happy with the service provided, levels of care and activities offered. Parents are fully involved in their children's learning and they are encouraged to contribute to planning play activities. The nursery has introduced a library scheme and the children can choose books to take home and

read with their parents. The children can also take 'bear' home with them at the weekend and parents and their children can write all about their adventures over the weekend.

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

Children are highly motivated as staff talk to children and encourage them to play and learn. Staff have a good understanding of the Early Years Foundation Stage framework and provide a rich learning environment covering all areas of learning. However, children have limited opportunities to develop mathematical ideas and methods to solve practical problems through everyday routines. Children respond to simple instructions and frequently initiate conversations. They listen with enjoyment and respond well to stories as they excitedly shout out familiar words. Children love to be outdoors and are curious about the environment as they go for walks, and they have opportunities to use equipment, such as binoculars and magnifying glasses. Babies reach for and handle objects and explore materials with their hands and mouth. Babies seek to do things for themselves, such as feeding themselves with a spoon. All children are able to independently select and use activities. Independence is further promoted through enabling children to take responsibility for themselves and through choice. For example, children are encouraged to serve themselves at lunchtime choosing from a selection of healthy foods as they skilfully manipulate serving spoons. All children have access to a well-resourced outside area, where they are able to practise skills, such as climbing, sliding and balancing. Covered areas ensure children can access fresh air daily.

Children ably use tools for a purpose, such as spatulas to spread glue. Children engage well in activities requiring hand and eye coordination when placing pegs into a peg board. They use imagination as they create collages, paintings and drawings and role play in the home corner. Children freely explore the environment as they easily access play resources, thus, promoting their independence. At times, they benefit from adult-led activities, such as stories and circle time to promote their language and literacy skills. Staff find out what children can do on entry to the setting, they discuss and record information to make the transition as seamless as possible. Staff observe children and effectively use these observations to plan the child's next steps in learning, taking account of children's interests. This allows staff to set challenges for children that are appropriate and further children's learning. Staff help children to learn to keep themselves safe through frequent discussions. Children show they feel safe as they move around freely and confidently. Strong emphasis is placed on an effective key worker system contributing to children's care and well-being.

An exclusion policy and use of paper towels help prevent the spread of infection. In general, procedures to promote children's health are good. For example, staff wear disposable gloves and aprons when handling foods and follow effective procedures for nappy changing. However, hand washing before eating is not consistent throughout the nursery. Children make healthy choices at snack times

and water is freely available keeping their bodies healthy and hydrated. Named cups and beakers ensure children drink from their own individual vessel. Staff treat children with kindness and consideration and, as a result, children have great fun and enjoy themselves at the setting. Children enter the setting confidently and enjoy positive relationships with each other and staff. Children feel a sense of belonging and are actively involved in making choices. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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