

The Monkey House

Inspection report for early years provision

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Inspection date	10/03/2011
Inspector	Penny Wood

Setting address	Mapledurwell and Up Nately Villiage Hall, Greywell Road, Mapledurwell, Basingstoke, Hampshire, RG25 2LS
Telephone number	07778031691
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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

The Monkey House Nursery School is a privately owned group that was registered in 1997. It operates from the main hall within the village hall in Mapledurwell, near Basingstoke, Hampshire. The setting is located in a rural area and serves the local community, surrounding villages and towns. The setting has use of the attached play area and field.

The setting operates five days a week for a variety of sessions and term-time only. Sessions operate on Mondays between 8.45am and 2.50pm, on Tuesdays between 11.50am and 2.50pm, on Wednesdays between 9.15am and 1.30pm, on Thursdays between 9.15am and 2.50pm and on Fridays between 9.15am and 12.15pm.

The setting is registered to care for a maximum of 24 children under eight years old at any one time, all of whom may be in the early years age range, but none may be under two years old. There are currently 27 children on roll aged between two and four years old. The setting is in receipt of funding for the provision of free early years education for children aged three and four years old. The setting currently supports children with special educational needs and/or disabilities.

The setting employs six members of staff to work with the children, of whom five hold a suitable childcare qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a good range of activities and play opportunities that effectively promote their learning and development. As a result, children are making positive progress. Good strategies are in place to ensure all children are included within the provision. Children benefit from high ratios of staff, who generally deploy themselves well to support children. Strong partnerships with parents enable staff to meet children's individual needs well. Effective evaluation systems are in place that identify the setting's strengths and areas for future improvement, such as developing the outdoor area. Staff take positive action towards continually improving the provision and children's experiences.

What steps need to be taken to improve provision further?

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

- improve systems for the deployment of staff
- develop the outdoor area in-line with the action plan in place to enable

- children to enjoy an extension of the indoor learning environment
- provide further opportunities for children to gain independence, particularly during snack time.

The effectiveness of leadership and management of the early years provision

Children benefit from the good strategies in place to promote their safety; for example, thorough risk assessment procedures ensure the premises are safe and effective strategies are implemented to reduce hazards. Robust recruitment procedures ensure staff are suitable to work with children. Staff awaiting the clearance of their checks are fully aware that they should not undertake tasks, such as taking children to the toilet or changing their nappies. Children benefit from high ratios of staff, who generally deploy themselves well during the session. However, at times they do not always directly support the children. A clear safeguarding policy is in place and available to parents. Management have a good understanding of the systems in place to monitor, record and to refer potential child protection concerns. Resources are deployed effectively. Staff regularly check toys and equipment to ensure they are safe and suitable. Space is used effectively and children enjoy opportunities to move freely from one activity to another.

Effective strategies promote children's good health. Staff are encouraged to complete first aid training on joining the setting, and effective systems are in place to record accidents and medication administered to children. Records are shared with parents ensuring they are informed of events. The manager reviews accident records to establish if there are common causes, which enables her to take action to minimise any risk to children. A sickness policy is enforced, with exclusion times in place to reduce the spread of illness.

Strong partnerships with parents are promoted. Staff gain high levels of information from parents as children join the group, which enable them to meet children's individual needs. Parents are valued and their feedback is welcomed. Opportunities for parents to attend coffee mornings enables them to access information relating to children's achievements, and to gain information on how they may support their children within their learning and development at home. Parent's wishes are respected and valued by staff and positive action is taken to ensure their wishes are followed within the setting. Parents offer positive comments about the provision, particularly relating to the approachable staff and the range of activities provided. Good communication channels are promoted with other carers, such as nannies and childminders, to ensure parents remain informed at all times. Effective links are in place with local schools to aid children's transitions.

Good strategies are implemented to include all children within the setting. Effective links are in place with external agencies to fully support children within their learning journeys. Staff have a clear understanding of how they may support children with English as an additional language, although there are no children on roll at present with these needs. Staff are supported to gain a childcare qualification, and good opportunities are seized to access additional training when

available. As a result, staff are encouraged to develop and enhance their professional knowledge and practice. Effective strategies are in place to evaluate provision and to drive improvement. Plans are in place to enhance the outside area to enable children to enjoy free access to the outdoors during each session. Staff utilise external support systems to develop their provision, such as attending cluster group meetings with other early years providers.

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

Children enjoy a good range of activities and play opportunities within the setting. They are able to make choices and follow their own interests. Good systems are in place to plan, assess and monitor children's learning and development. Children's interests and individual stages of development are included within the procedures for the planning of activities and to encourage children's next steps. Staff have a good understanding of how to offer activities that provide children with appropriate levels of challenge.

Most children enter the setting with ease, with reassurance offered by the attentive staff to settle new children into the provision. Children are forming good friendships with each other and readily chat during activities. They play well and cooperate within their play. Good strategies are in place to promptly address any behaviour issues. Children receive high levels of praise and encouragement, which boosts their confidence and self-esteem. For example, after successfully going to the toilet, children who are currently being potty trained are given praise and a sticker for their achievements. Children are encouraged to use good manners within the setting, with gentle reminders from staff to say 'please' and 'thank you' when necessary.

Children enthusiastically participate in opportunities to learn French. They enjoy saying their names, counting and singing songs. They are developing a very good understanding of number. Counting is a frequent activity during the session, such as how many boys and girls are present. They are gaining an understanding of concepts, such as more and less. Children experience excellent opportunities to experiment with sounds, words and text with a teacher who comes into the group to support children with their reading skills. Children are able to take books home with them to read with their parents and carers. They experience very good opportunities to develop their mark making skills and make good attempts at naming their pictures. A wide range of craft materials are readily accessible to allow children to draw, paint, glue and stick.

Children enjoy exchanging their 20p pieces for their snacks. They are able to make choices from the good selection of healthy snacks available, which includes a range of fruit and vegetables. However, snack time does not consistently promote children's independence. For example, the fruit and vegetables are prepared by the staff and drinks are poured out and handed to the children. At times, children participate in cooking activities and enjoy baking items, such as cheese straws, which they also eat at snack time. Children readily participate in good hygiene

routines that reduce the spread of germs; for example, they wash their hands before eating. Children enjoy some opportunity to be physically active outdoors and have access to a climbing frame in the main hall. They enjoy playing with balls, hoops and running around, expelling their energy through exercise. Before going outside to play, staff remind children of the rules and boundaries in place, which encourages them to develop an understanding of how to keep themselves safe. On outings, staff talk to children about road safety. Children regularly participate in fire evacuation procedures that give them an insight into the action to take in an emergency.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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