

Monkey Puzzle Day Nursery

Inspection report for early years provision

Unique reference number

EY412761

Inspection date

04/05/2011

Inspector

Lisa Paisley

Setting address

50 Chapel Street, Billericay, Essex, CM12 9LU

Telephone number

01277 624999

Email

billericay@monkeypuzzledaynurseries.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Monkey Puzzle Day Nursery opened in 2010. The setting operates from a four storey grade two listed building in which the ground, first and second floors provide the play and learning environment for children. It is situated within walking distance of local schools and shops in Billericay, Essex. All children share access to a secure outdoor play area. A maximum of 55 children may attend the nursery at any one time. The nursery opens five days a week all year round with the exception of Bank Holidays. Opening times are from 7am to 7pm Monday to Friday.

There are currently 30 children aged from 3 months to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, part time or full days. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs and/or English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs eleven staff, of whom nine of the staff, including the managers, hold appropriate level 2 and level 3 early years qualifications. The two remaining staff members are also currently working towards these qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for children in the early years age range is good as staff have an effective understanding of the Early Years Foundation Stage and the developmental needs and learning styles of young children. Promoting healthy life styles, ensuring children feel safe and partnership work with parents are stronger aspects of the provision. All children are equally valued ensuring that they can all make a positive contribution, promoting their emotional well-being. Self-evaluation systems have been developed, however, are not fully embedded to promote continuous improvements.

What steps need to be taken to improve provision further?

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

- review the organisation of snack time routines for the pre-school children to promote greater independence and choice
- develop further self-evaluation system to ensure that continuous improvements are promoted.

The effectiveness of leadership and management of the early years provision

All required documentation including policies and procedures are in place and all records are comprehensive and maintained to a good standard for the safe management of the nursery. Robust vetting checks are in place to ensure all adults working with children are suitable to do so. Staff have a good understanding of their role in safeguarding children. The written safeguarding policy is in place and includes a procedure to follow in the event of an allegation being made against a staff member. Staff clearly understand safe working practices, for example, the storage of mobile phones, the supervision of children and nappy changing procedures. Risk assessments are comprehensive, including stage one and two procedures and clear opening up and closing systems. Fire evacuation procedures are robust, staff are vigilant in carrying out fire drills, fire notices are displayed throughout the provision and all fire equipment including fire exits are maintained to good standard further safeguarding children. Good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children.

The organisation of daily routines including staff deployment successfully promotes an inclusive environment, which enables active participation and positive contribution from all the children. There is a good selection of resources and equipment across the six areas of learning and they are effectively organised, encouraging children's independence and choice. However, the organisation of snack time for the pre-school children occasionally interrupts their play and does not always fully foster independence and choice. Teamwork is good as the managers ensure all staff are fully supported in their role through induction procedures, staff meetings and appraisals. Staff are very supportive of one another and they are flexible within their roles, and there is good communication across the whole team. Some staff have additional responsibilities, such as Health and Safety Officer, Special Educational Needs Co-ordinator and Safeguarding Officer, and they are effective and experienced in their roles. Since registration the nursery has successfully implemented all elements of the Early Years Foundation Stage, effective partnership work and good teamwork. Future plans include developing partnership work with other agencies and regular outings for children. Self-evaluation has been developed, however, further development is required to ensure that it is fully reflective of the setting's practice and promotes continuous improvements.

Partnership work with parents is good. Staff work hard and take time in developing good relationships with parents as they listen to their views and contributions and will support families in meeting children's needs. The admissions procedure enables new children to settle into the nursery effectively, this ensures a good range of information is exchanged before children start and staff know children's individual needs. Regular newsletters, the notice boards and ongoing verbal discussions ensure that communication is clear and consistent. Parents complimentary comments include, 'impressed with the staff and the overall quality of the nursery', and 'children enjoy their time at the setting'. Good systems are in

place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

Planning, observation and assessment arrangements have been successfully implemented within the nursery, ensuring all activities and play experiences are developmentally appropriate, exciting and successfully capture children's imaginations. Planning is cyclical and reflective of children's interests and developmental needs, and all activity plans cover the six areas of learning. Children's individual profiles provide a rich textual narrative of their developmental progress, they includes observations, photographs, next steps and regular assessment reports and are linked to the Development Matters framework. Overall, children are making good progress towards the early learning goals given their capabilities and starting points. There is a good range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned activities including Easter, Mother's Day, Chinese New Year and Christmas.

Children are happy and confident in the nursery as they settle quickly into activities. They are curious and inquisitive about their play and learning experiences as staff successfully provide a rich play and learning environment. Staff are purposeful and considerate in their interactions with the children as they encouraged shared thinking through planned activities, such as, circle time, focus tasks and child-initiated play. A language rich environment is provided for children, through the good quality displays, activities, routines and staff using descriptive and thoughtful language including open ended asking. Consequently, children are confident talkers and as they use a range of vocabulary to express their thoughts and feelings. The book corner is warm and inviting for children, where they share a good range of information and story books offering both instruction and delight. They particularly enjoy, 'Going On A Bear Hunt' where they predict the sequence of events in the narrative. Older and more able children are confident in problem solving, reasoning and numeracy as they count up to ten and back again to one, and they use information communication technology with skill and ease. Children's imaginations and self-expressions are effectively supported through the good range of creative activities for example, sand, water, painting, sticking and garden activities. The older children enjoy the daily gym session where they purposefully and creatively use their imaginations to act out animals, such as elephants and tigers.

Babies and younger children are effectively supported in their play and development as staff ensure that they are closely supervised and are provided with activities that support and extend their development and learning, for example, physical activities helping babies with their walking and finer manipulative skills. Staff also ensure that their emotional needs are met through close attachments with the key worker. Babies and young children are given the time and space to explore a range of play experiences, for example, a child enjoyed turning over the pages of story books and exploring the textual properties of sand. Children's

behaviour is good as staff successfully create an environment that values positive behaviour. They form close friendships with their peers and they are cooperative with their friends as they share and take turns in their play. Positive contribution is promoted as staff effectively praise and encourage children throughout the day and older children and staff are positive role models. Children enjoy nursery songs and action rhymes, for example, Row The Boat and Twinkle Little Star. The garden area offers an enjoyable and exciting play space for children; they confidently ride tricycles and rockers, play with balls, run around the garden and also climb in and outside the tents. Children also have opportunities to explore and learn about the natural world as they plant fruit and vegetables.

Promoting healthy lifestyles and ensuring children's feel safe is good as staff ensure that children know about their own personal hygiene and how to be safe within the environment. Children practise regular fire drills with the staff and staff continually remind and explain to them how to be safe, for example, using play equipment and lining up when waiting to go outside. The older and more able children are skilful in negotiating the stairs leading to the garden area. Staff ensure children wear appropriate clothing when playing outside, for example, children wear sun hats and apply sun cream. Nappy changing procedures and the regular disinfecting of surfaces further minimises cross-infection. Children who are unwell or require medication are effectively supported by the staff as they have a good understanding of procedures to follow. Snacks and dinners are prepared onsite, ensuring that they are low in salt, sugar and fat content, consequently, they are healthy and nutritious. Good systems are in place to support children with dietary needs; this includes obtaining all required information, working with parents regarding dietary needs of babies regarding weaning issues and clear procedures ensuring all staff know about all children's dietary needs. Overall, their health and well-being is effectively promoted.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met