

Monkey Puzzle Day Nursery

Inspection report for early years provision

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Inspection date

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Inspector

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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 opened in 2010. It operates over two floors of a building in West Kensington. The local authority is Hammersmith and Fulham. The ground floor is occupied by the pre-school children and the baby unit is on the top floor. Children have access to an enclosed, outdoor play area to the front and back of the building. The nursery is open from 8am to 6pm, Monday to Friday. Children attend for a variety of sessions. Extended hours are available.

A maximum of 84 children in the early years age range may attend the nursery at any one time. The nursery currently supports a small of children who have English as an additional language. The setting welcomes children with special educational needs and/or disabilities.

There are currently 36 children on roll. The setting is in receipt of funding for children who are three or four years old.

Eight childcare staff work directly with children, all have appropriate early years qualifications. A qualified nursery chef takes charge of food preparation.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and happy in this newly established nursery and, overall, they are making good progress, given their age and starting points. Some commendable practice across the nursery ensures excellent safeguarding measures and deployment of resources promoting aspects of children's learning and welfare. The provision for inclusive practice is good and the unique qualities of every child are highly valued and respected. The provider, manager and staff have started to accurately evaluate the nursery's service and he is formulating worthwhile plans for the future to help staff bring about ongoing improvements. There is a good capacity for improvement and the management team and staff have a positive vision to ongoing development of the nursery. Although risk assessments for the premises are carried out, they have not been recorded in sufficient detail to cover everything children may come into contact with.

What steps need to be taken to improve provision further?

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

- improve the risk assessment to include anything that children may come into

- contact with
- improve children's access to battery-operated information technology and programmable toys and create access to a listening corner for older children.

The effectiveness of leadership and management of the early years provision

Exceptional attention is given to safeguarding children with key personnel taking successful lead roles to continually highlight this important duty of care. The setting has strong links with the relevant agency to ensure that any safeguarding concerns are dealt with promptly and in the best interest of the children, whenever there is a need. All staff members are rigorously checked for suitability at the time of their employment.

Comprehensive risks assessments are made for outings undertaken with children to keep them safe. Although a record is kept of the risk assessments indoors and outdoors, they are not in sufficient detail to include everything that children may come into contact with. Staff members check the premises and equipment visually and take the necessary steps to keep the environment safe. Children learn to keep themselves safe in a well organised environment that allows them to move around freely. Their safety is further promoted as they participate in regular fire drills, and put their educational materials away tidily before moving on to the next activity.

The nursery's self-evaluation is accurate and is seen as an ongoing exercise. The management and staff team are fully committed to making continuous improvement and this makes a significant impact on enhancing the learning programme. Staff members carry out regular evaluations on all areas of practice and parents are also encouraged to add their ideas. Children and parents can freely express their views regarding their likes and dislikes in the nursery. Their opinions are valued and when possible changes are implemented.

Children from diverse cultures and backgrounds are welcomed into the nursery. Staff members are highly intuitive with all children and respect their individual preferences. For example, staff recognise when an anxious child seeks reassurance by offering their special comforter or a cuddle. The key person system is effective as staff members know each child very well and tailor the daily routine in order to cater for each child's welfare needs. The promotion of inclusive practice is good. None of the children on roll has identified special educational needs. However, the manager expresses his willingness to take advice from specialist advisors if there is a need. The nursery has established valuable links with local authority development workers who visit to give useful advice.

The manager has reflected appropriately on the work that takes place in the nursery since it opened. He has gained a realistic picture of the strengths and weaknesses of most aspects of the current provision. He is planning to assist staff in appraising their work with a view to promoting their professional development to improve outcomes for children.

The extensive range of resources includes a selection that promotes positive

images of diversity, disability and linguistic differences. The nursery has ample toys and books which suit the age range attending.

Good partnerships are established with parents who all receive a daily information sheet and verbal feedback regarding their child's care. There are good systems for obtaining information which enables the staff to provide for the individual needs of each child. They are warmly encouraged to be fully involved in their children's learning. As a result, parents' feedback is completely positive about the quality of care received by their children. Good links have been established with early years professionals, ensuring children's individual needs are without fail recognised, planned for and addressed.

A full range of policies and procedures is well maintained, regularly updated and shared with parents and visitors. The staff team effectively implements these to meet requirements and promote the children's overall welfare.

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

Children are mostly happy when they leave their parents to join the staff and their friends. They recognise the regular pattern of the sessions and they gain a feeling of security from knowing what will happen next. They show that they understand the expectations of the staff and they respond very well when they are asked to take a turn and share. Children who are settling in at the nursery are comforted by staff members who offer cuddles and soothing words to calm and reassure the children, who quickly begin to play.

Observations of the children, and their records of achievement, show that they are making good progress in most aspects of their learning. Sensitive observations and assessments are made in different ways, through written observations, photographs and examples of children's work. Information from these is used to plan for individual children, and the emerging tracking systems enable staff to use the identified next steps in children's learning to plan their future activities.

Children's health needs flourish due to the outstanding practices within the nursery. The children learn about excellent health at snack time as they enjoy fruits and vegetables. A qualified nursery chef offers freshly prepared, nutritious and organic meals according to children's individual dietary needs. There are excellent systems in place to meet children's ongoing health and medical needs. Children's nappies are changed as often as needed to keep them clean and comfortable and the staff follow hygienic routines.

Children use the outdoor space daily for climbing, wheeled toys, and ball and running games which they enjoy in the fresh air. They explore an educational 'forest garden' that helps develop their understanding of the natural world as they observe, for example, roots of plants and worms in specially crafted planting troughs with viewing side panels.

Children recognise that they feel thirsty after physical activities and readily help themselves to drinks provided in the outdoor and indoor fountains to maintain a healthy lifestyle.

Children sometimes take a book to look at independently in the reading area and they demonstrate that they know how pages turn and that pictures tell the story. Children are involved in mark making activities indoors and outdoors and activities that develop their pencil or chunky chalk grip, which helps in the development of their pre-writing skills. They learn about numbers and counting as part of their daily routines and activities. Children eagerly explore a range of natural materials, such as sand, explore books and appropriate small world educational playthings indoors.

Children play with non-working phones and have access to toy cash tills and calculators in role play. However, provision for young children to experiment with programmable and mechanical toys, and for older children to use resources that really work and to engage in scientific exploration and use a listening corner is not prominent enough within the educational programme. Taken overall, the children are developing good skills for future learning and activities contribute effectively to children's future economic well-being.

The planned programme of activities includes exploring the local area to help children to extend their knowledge and understanding of the world around them. Records show that the children enjoy trips to local places of interest linked to themes and topics such as 'People who help us'.

Staff members are principally accomplished in managing children's behaviour. They are firm but very kind towards the children and they help them to consider the needs and feelings of others.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
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