

Monkey Puzzle Day Nursery

Inspection report for early years provision

Unique reference number

EY414349

Inspection date

20/07/2011

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*.

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Description of the setting

Monkey Puzzle Day Nursery opened in November 2010 and is part of the Monkey Puzzle Franchise Group. It operates from a large building in Stratford upon Avon and has four large rooms on two floors. The nursery serves the local area and surrounding villages. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 69 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 33 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications. One member of staff is currently completing her foundation degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enter the setting well and their care and welfare is continually promoted by the caring staff team. They enjoy a wide variety of challenging activities that encourage them to progress and stimulate their natural curiosity. Information obtained from parents about their child's needs enables staff to plan for individuals. Staff understand their role and responsibility with regard to safeguarding children and safety has been addressed in most areas. Partnerships with parents and other professionals involved in the children's lives ensure that individual needs are continually met. Parent's views are actively sought enabling staff to continually develop the care provided.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment with everything with which a child may come into contact, with specific regard to the use of drawing pins.

The effectiveness of leadership and management of the early years provision

Children are consistently protected from abuse and neglect as staff demonstrate a good understanding of child protection issues. Through ongoing training they keep their knowledge up to date enabling them to respond appropriately to any concerns they may have. Robust recruitment procedures ensure that all new staff are suitable to care for children and all checks are completed before they commence their employment. Children are not left unattended with unvetted adults. Detailed risk assessments are effective in ensuring that potential hazards to children's safety are minimised in most areas. However, the use of drawing pins within the setting compromises children's safety.

Children enjoy the large play spaces available to them and benefit from the good organisation of the environment indoors and outdoors. Staff supervise children well and the pre-school children enjoy the free-flow system enabling them to access the outdoor play environment as they wish to. Babies and toddlers have clear routines that enable them to access the outdoors also, which take account of their sleep time and eating routines. Children enjoy freshly prepared foods each day that take into account their individual dietary needs and preferences. Babies' meals are prepared in line with their eating preferences and drinks are freely available. Snacks are healthy and nutritious and include rice cakes, fruit and yoghurts. Children sit together to eat and mealtimes are a very social occasion. Babies receive one to one attention when having their bottles and staff ensure babies sit comfortably on their knee, are relaxed with lots of eye contact taking place making it a lovely experience.

Staff are proactive in their approach to caring for children with special educational needs and/or disabilities and that their individual needs are continually met. Staff understand the importance of working alongside parents, carers and other agencies to support children's needs effectively. Policies and procedures are inclusive and suitable systems are in place to support those who speak English as an additional language. Partnerships with other providers who provide the Early Year's Foundation Stage are continually developing and clear communication takes place. Children and their families benefit from the friendly approach from staff who share lots of information with them about their child's day.

Staff take time to get to know children and their families through effective settling in routine that is in place. As a result children feel secure and have an understanding of the routines. Good systems are in place which enable staff to monitor and evaluate practice within the setting which includes gaining parent's views and ideas about the service provided. As a result partnerships with parents are good.

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

Children are happy and settle well into the variety of activities that are available to them. They make good progress in their learning and are able to self select from a good range of resources which are accessible, as they are stored at their height. Staff gain as much information from parents about their child to enable them to effectively plan an exciting curriculum taking into account their individual needs. Babies' individual sleep patterns and mealtime routines are incorporated into their day. Excellent relationships have been formed between staff, children and their peers and interaction is very good.

Staff complete detailed observations of children at play and their evaluations reflect a true understanding of each child's developmental stages and needs. From these staff plan activities that encourage and enable children to extend their learning and also take account their interests. Staff organise the provision well which ensures plenty of freedom of movement and encourages children to explore. Children learn about safety and the need to be healthy through discussions, consistent routines and activities. For example, washing their hands after using the toilet and before eating any foods. They are actively involved in planting and growing vegetables in the garden encouraging their understanding of the living world, what they need to grow and how things grow. They use language such as smaller than, bigger than when comparing the foods and compound their understanding of colours when identifying what they have grown. Children stay hydrated as drinks are freely available. Routines are also developed to encourage children to recycle products and they are able to sort them into the correct categories in the bins provided within the rooms.

Children benefit from the free-flow play between the indoors and the garden which is divided into three areas. They are able to develop their physical skills whilst using a variety of resources and encountering obstacles. For example, climbing the steps, moving over, under and through the equipment. Babies are also continually developing their physical skills as they pull themselves up on the furniture, climb over the large cushions and baby rings within their room. Children of all ages enjoy the attention of the adults who care for them very much and lovely relationships have been formed. They clearly feel safe and secure as they are confident in the routines and behaviour is very good. Staff are consistent in their approach to behaviour and children respond well to the requests made of them. Lots of praise both visually using happy facial expressions and verbal praise is used.

Children are developing many skills for the future. Their information communication technology skills are continually developing through using a range of programmable and electronic equipment and their control and coordination when using the computer and effectively. They use the mouse to manoeuvre through games and programmes and programme the toys by following simple instructions. Children's knowledge of shapes and colours is effectively encouraged through the exciting activities provided. They can identify shapes and are able to differentiate between the triangle, square and rectangle by the amount of points and sides they have. They are enthusiastic and show their delight when staff cover

the items and they have to guess which one has been removed. The game progresses to one where the staff member takes away a shape and they have to guess what shape and colour has been taken away.

Babies enjoy lots of tactile experiences and are engrossed in play with baked beans, feeling them, squeezing them and tasting them. Staff encourage them to use their feet as well as their hands and clap and praise them when they show their delight at the experience.

Children enjoy learning about diversity and the wider world through the activities, resources, books and celebrations that take place during the year. They enjoy trying foods from different countries and talk about where they come from. Children's understanding of their own safety is encouraged through the consistent routines that are in place within the setting and the discussions that take place with them about safety inside and when outdoors, such as road safety and stranger danger. Children's independence is encouraged with regard to their personal care and babies' needs are sensitively met.

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

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|--|---|
| 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

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|--|---|
| 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

| | |
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| 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

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| 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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