

Monkey Puzzle Day Nursery (Wilmslow)

Inspection report for early years provision

Unique reference number	EY426889
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Inspector	Sarah Rhodes
Setting address	5 Hawthorn Lane, Wilmslow, SK9 1AA
Telephone number	01625 444706
Email	wilmslow@monkeypuzzlewilmslow.co.uk
Type of setting	Childcare - Non-Domestic

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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 (Wilmslow) was registered in 2011. It is situated in the town centre of Wilmslow. The nursery building is on three levels with four steps leading to the main entrance. There is level access to the building via a rear entrance. The first and second floors are accessed by stairs. When operating at full occupancy, babies are accommodated on the second floor, toddlers on the first floor and pre-school children on the ground floor. There is an enclosed outdoor play space. The nursery is open from 7.30am to 6.30pm, Monday to Friday for 51 weeks of the year, closing only for one week at Christmas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for a maximum of 44 children under eight years, of which, no more than 16 may be under two years of age. There are currently 25 children aged from 10 months to four years on roll, some in part-time places. The group supports children with English as an additional language.

There are currently six staff employed and in addition the owner is on site full time. This number will be increased once the number of children attending increases in order to maintain ratios. Staff that are employed all hold relevant childcare qualifications. One staff member is also working towards a foundation degree in early years and another has her Early Years Practitioner status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children benefit from a bright and vibrant newly refurbished environment which is very well resourced both inside and outside. The small staff team is fully qualified and know the individual children and their care and educational need well. Unsettled children are given continuity of care to help them develop a secure base to settle into nursery life and older children are becoming confident communicators who are able to build caring relationships with other children and adults. Self-evaluation is being developed to drive further improvements in the service provided and the nursery is aware of the need to make links with other Early Years Foundation Stage providers. Staff have clear systems to record children's learning journeys but it is not always easy for parents to draw out an idea of how their child is progressing toward the early learning goals from them.

What steps need to be taken to improve provision further?

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

- consolidate changes to the learning journeys to summarise children's progress towards the early learning goals in the six areas of learning, to enhance exchanges with parents and other providers
- develop links with other Early Years Foundation Stage providers to ensure continuity of care and education

- embed the use of the self-evaluation system to drive and monitor future improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through a clear management structure which ensures staff understand their responsibilities and are supported when managing concerns. A written safeguarding procedure is in place and staff are helped to understand the importance of them acting if they are concerned about children's safety. Appropriate recruitment procedures and induction processes ensure staff's suitability is established when they are employed and they are not left unsupervised before all checks have been completed. Ongoing supervision meetings are undertaken as part of the induction and probation period and are then used to inform regular appraisals. These are effective in helping drive improvement, with training requirements identified and an ongoing programme of training in place. The building and grounds are secure which ensures that children cannot leave unaccompanied and the front door video intercom helps staff manage the entry of parents and visitors. In room video cameras allow group rooms to be monitored by senior staff members. Staff have a clear understanding of risks within and outside of the building and risk assessments for the building and grounds are completed and any concerns are recorded and addressed.

As part of a larger franchise this individually owned nursery has support in its recruitment processes and in drawing up all required policies and procedures which are all in place to help with the safe and smooth management of the setting. A number of self-evaluation and monitoring systems have been used since the nursery opened and these have identified some areas for improvement. The self-evaluation has just been rolled out to staff for their comments and they are keen to be involved in the ongoing drive for improvement.

Parents are made very welcome and they feel comfortable and confident about approaching staff with questions or concerns. A range of communication methods are used with parents of all children, verbal exchanges are supplemented with newsletters, notice board displays and daily diaries for babies and daily sheet for older children. A parent pack which includes some policies is shared with parents. They are also aware of how to access their child's development files and have a section in the file to add their own comments. Partnerships in the wider context are used to develop the quality of education and care, links with other professionals both through the franchise and the local authority are developed to gain ideas about best practice and information on how best to help children with additional needs. Although, no links have currently been made, the nursery is aware of the need to develop links with the other providers of the Early Years Foundation Stage to the children who attend the nursery, to gain a rounded picture of each child's development and help them make the move on to school when the time comes.

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

The nursery promotes children's learning, development and welfare well. The small staff group are committed to enriching the learning environment and take time to think about the best use of rooms and combinations of children as numbers increase. The quirky building is on a lot of levels and the refurbishment has created a very pleasant set of bright and welcoming rooms. In addition to the group rooms the children have the advantage of a computer room, sensory room and large play equipment room and the individual group rooms equipment is plentiful and of very high quality. The outside play area is small but once again very well thought through, it is bright and creates an interesting play space for children to enjoy. The pre-school children can have almost constant access to the outside play area via a door opening off their room and other rooms go outside regularly as well. Staff demonstrate a good understanding of their planning and assessment processes. They undertake small observations on sticky notes, these are put into the learning journeys for each child and are often supported by photographs. Monthly larger observations are also undertaken. All observations are cross referenced to the early learning goals and feed into next steps for the next weeks planning and into the completion of the tick sheet of development matters which is highlighted to show children's progress each month. These forms supported children's key worker's understanding and assessment of children's progress towards the early learning goals. However, it is not easy for parents or new staff to understand the progress children were making and the tick charts do not 'paint a picture' of the individual child. Parent's ideas and information about their child's progress and interests are sought on a regular basis and ensuring staff understand about children's lives outside of the nursery.

The nursery is very committed to helping children grow in confidence and independence, younger children who may be distressed at parting from their parents are supported with individual care and cuddles. Older children are supported to learn new skills, such as, zipping up their coats before they go outside. They can enjoy typical outdoor physical activities, such as, riding push along cars and climbing, as well as digging in sand and mark making. Numbers, shape and size are introduced as part of daily activities as they, for example, compare the plastic bears or match the autumn leaves on the computer programme. The children are making progress in their communication language and literacy skills, developing into confident communicators as their ideas are valued and listened to in individual and group situations. They start to develop an interest in books through having access to high quality books during interactive story times. They practise their alliteration skills through rhymes and stories. Links with the local library, refresh books and introduce children and parents to a service they can use at home. Mark making is encouraged through a range of equipment both inside and outside. Staff introduce children to other cultures through activities based around cultural festivals and national events, such as, fire work day. Also through activities, such as, flag making as they gather information about the home nations of many of the parents. Children expand their knowledge of the world around them through, for example, discovering the properties of water or starting to grow plants in the garden. Children's imagination is well supported both inside

and outside.

Children's dietary needs are met with well balanced freshly prepared meals and snacks. Good hygiene practices are introduced to children, through everyday routines and children wash their hands in the room sinks after activities or when they have blown their noses. Children are shown how to keep themselves safe through discussions which carefully supports them to think through why they use precautions, such as, identity wrist straps. Staff manage the children's behaviour in a very positive way often using explanation and distraction the atmosphere is busy and cooperative. For children with English as an additional language, key words are requested from parents by staff in the child's home language to support communication. Children are able to make good progress in developing skills for the future and the move to school when the time comes.

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	3
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