

Monkey Puzzle Day Nursery

Inspection report for early years provision

Unique reference number EY431582
Inspection date 18/01/2012
Inspector Sheena Bankier

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Type of setting Childcare - Non-Domestic

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Introduction

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Monkey Puzzle Day Nursery has been registered since 2011. It is operated by a private organisation and is part of a franchise of nurseries. The nursery is registered on the Early Years Register to provide care for a maximum of 88 children. The nursery cares for children from the age of three months to five years. There are currently 62 children on roll in the early years age group.

The nursery operates from purpose built premises in Basingstoke, Hampshire. There are two enclosed areas for outdoor play, including an eco-garden. There is car parking available for parents. The nursery is open for 51 weeks of the year, Monday to Friday from 7.30am to 6.30pm. Children can attend for a variety of sessions including morning, afternoon or all day. Early years funding is available for three and four-year-olds. Children attend from the local and surrounding area. The nursery supports children who speak English as an additional language.

The nursery employs 10 staff including a manager and deputy manager. The manager has a level 4 qualification and is working towards a foundation degree. The deputy manager has a foundation degree. Eight staff currently hold recognised childcare qualifications and four staff are currently working towards gaining or furthering their qualifications. The nursery has its own bank staff to cover staff absences.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well at the nursery. They enjoy a broad range of activities and play experiences. The nursery has good systems to support competent self-evaluation and demonstrates an effective capacity to drive continuous improvement. There are strong practices in place to support children's progress and individual needs overall. Staff promote children's welfare, good health and well-being through thorough risk assessments and consistent procedures. They have good partnerships with parents and carers.

What steps need to be taken to improve provision further?

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

- review mealtimes to provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults
- review how records and information are made accessible to staff and key persons to ensure children's needs are fully known.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their responsibilities to safeguard children. Effective induction training for all staff underpins this well. Strong safeguarding policies and information are directly available to staff and parents. Thorough risk assessments including daily checks promote children's safety at the nursery. The nursery premises are very secure with intercom access to the car park and grounds. Children learn about safety, for example, staff talk with the older children to develop their understanding about potential dangers, such as road and water safety when they visit the local park.

The nursery owner and manager demonstrate a commitment to developing the nursery and providing a high quality service. The nursery owner regularly visits the nursery to work alongside the staff and to be available to the parents and children. This enables good relationships to be developed and clear lines of communication. Regular staff meetings support good practice and self-evaluation. The nursery identifies areas to improve and develop, for example, the nursery franchise provides regular support visits which result in action plans to drive improvement strongly. As a result, the nursery demonstrates a good capacity to improve and a commitment to focused continuous improvement.

The nursery embraces the diversity of the children who attend. Resources reflect the diversity within and outside of the nursery. For example, there are posters and dolls, and the nursery celebrates festivals and religious dates to value the similarities and differences of children and their families. Staff give strong support children who speak English as an additional language. They learn key words in children's home languages and use visual timetables. The system of settling-in visits develops staff's knowledge of new children and their parents' wishes. At times, information about children's individual needs is not always directly available to staff and the key person. As a result, this at times reduces their initial knowledge and understanding of children's needs. The nursery provides a welcoming and inviting environment to parents and children. Children have access to a good range of clean and well-maintained resources that are easily accessible. As a result, children initiate their own play and ideas.

Good information is available to parents about the nursery, such as policies on display and planning in each room. Parents are able to contribute their ideas and suggestions freely. An 'open door' policy supports good relationships. Parents at the inspection speak positively about the nursery and staff. The nursery encourages good partnerships with other carers with effective communication to support consistency and continuity in children's care and learning.

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

Staff build positive relationships with children. This promotes children's feelings of being safe and secure at the nursery. The key person approach supports children at times of transitions, particularly when new children start. For example, key persons help parents settle their children and help them develop confidence in separating from their parents. Children develop a strong sense of belonging as their photographs and artwork are on display, and there are named pegs and trays. The older children have a self-registration system which supports their recognition of their names. Staff underpin children's understanding of their safety by using books, discussions and reminders, such as to blow on their food when it is hot. Good manners and respect are consistently encouraged by staff. Staff praise and encourage children for their efforts and achievements and celebrate successes positively, such as toilet training. Children form friendships with other children. They call each other by name and enjoy their play together. Staff recognise and praise children's positive behaviour with each other, such as working together to complete a puzzle.

Children benefit from a broad range of activities. Staff plan these effectively in accordance to children's interests and individual progress. Parents are encouraged to contribute their ideas to the planning and a 'celebration' board recognises children's achievements at home. Children make good progress towards the early learning goals and staff undertake regular observations to establish children's next steps of learning. Children demonstrate positive enthusiasm for learning and taking part in activities, such as sand, and gluing and sticking. Staff encourage children to make observations of the materials they use, for example, the pasta and cereals they are creating pictures with. Children use small tools and resources to investigate, such as magnifying glasses, and observe that items become bigger while looking through it. Children develop good independent skills. In the toddler room children learn to use the toilet facilities independently and in the pre-school room children serve themselves lunch and drinks. Electronic toys encourage children to use different types of modern technology in their play and learning. For example, a till and children's computer games contribute positively to children's development of skills for the future.

The children enjoy healthy varied meals and snacks. A dedicated cook prepares and cooks meals and snacks freshly on the premises. Children sit around the table together to eat with staff. At times, conversation is limited to the food and staff do not always extend this to underpin children's language skills further. Staff speak to babies before lifting them and getting them ready for lunch, they tell them why they clean their hands and pull up their sleeves. This promotes children's developing understanding of routines and good hygiene. The older children independently clean their hands and faces after meals and staff encourage the babies to try to do this for themselves. This supports children's good independent self-care skills. Activities about teeth cleaning develop children's understanding of taking care of their bodies. Photographs on display in the pre-school toilets serve as a positive reminder of following good hygiene routines. All children spend time outside daily to benefit from fresh air. The two gardens offer different experiences

to the children to support both physical skills and their knowledge of the world they live in. Children use physical play equipment in and out of doors. For example, the toddler room has a ball pool and the 'Teenies' room has a large play gym that provides children with opportunities to practise skills, such as crawling up steps or walking up a low ramp. Babies rest and sleep in line with their home routines and staff demonstrate a good understanding of their care needs, such as comforters.

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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