

# Monmar Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY443010  
**Inspection date** 25/06/2012  
**Inspector** Rebecca Khabbazi

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**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

Monmar Nursery Ltd is a privately owned setting. It opened in 2009 and was re-registered in 2012 due to a change in company name. It operates from converted industrial premises situated in a residential road in South Norwood, within the London Borough of Croydon. The nursery is set out over two storeys, with stairs as access to the first floor. There are three group rooms for children and they have access to a secure outdoor area at the front of the premises.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 40 children under eight years old. All 40 children may be in the early years age range, with a maximum of 12 aged under two years old. There are currently 37 children on roll, all of whom are in the early years age group. The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks a year. They offer full day care provision for children in the early years age range and after school care for a small number of older children as required.

There are 10 staff who work at the setting, nine of whom have relevant childcare qualifications. The nursery receives support from the local authority through an early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes children's welfare and development. Children are safe and well cared for in the welcoming, inclusive and mostly well planned environment. Good relationships with parents and effective partnerships with other professionals ensure that their individual needs are met well. Children make good progress in their learning overall, given their age, ability and starting points. They benefit from a mostly well organised, balanced daily routine. The management team show a good commitment to continuous improvement. They regularly monitor the service they provide and identify clear priorities for future development.

## What steps need to be taken to improve provision further?

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

- develop the outdoor play provision further, in order to extend outdoor learning opportunities for children across all areas of the curriculum
- review the organisation of large group times such as circle time, to ensure that all children are fully involved.

## **The effectiveness of leadership and management of the early years provision**

Robust recruitment and vetting procedures ensure that children's welfare is effectively safeguarded. Staff are appropriately qualified and suitable to work with children. Clear procedures are in place for managing any child protection concerns about a child. Staff have a thorough understanding of their responsibilities in this area. All of the required documentation that supports the smooth day-to-day running of the setting is in place and is regularly updated. The staff team work well together. They effectively share tasks and responsibilities throughout the day, such as conducting risk assessments or planning an activity. Staff make good use of resources to create a well-planned, welcoming and interesting indoor environment. Children can easily access a wide variety of good quality play materials that are suitable for their age and needs within their group rooms. Children also have access to a variety of resources outdoors. However, the use of the outdoor area to create a stimulating environment, rich in learning opportunities, is not yet as fully developed.

Staff work closely with parents and keep them well informed about all aspects of their child's care and learning. For instance, there are daily diaries for younger children as well as daily verbal discussions, regular newsletters and individual progress reviews. Staff make sure they have a thorough understanding of each child's background and needs. For instance, they gather detailed information from parents before children start at the setting. They also work closely in partnership with other professionals and agencies where children require additional support or attend other early years provisions. They adapt care effectively where needed, such as using strategies to support individual children's speech and language development. This helps ensure that equality and diversity are successfully promoted overall. However, some aspects of the daily pre-school routine, such as large group times, are not always well organised to meet children's needs. Some children become unsettled at these times and are not fully involved.

Staff at the setting are strongly committed to continual improvement. They make good use of feedback from parents and the support of the local authority to monitor and evaluate the provision. Actions taken by the setting are well chosen to improve outcomes for children. For instance, re-organising the daily routine so that it runs more smoothly for part-time children, improving behaviour management techniques, and setting up email communication with parents where requested.

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

Children of all ages show a strong sense of belonging at the setting. Babies settle quickly and develop strong bonds with their consistent carers. They benefit from familiar routines that help them feel secure. Toddlers and pre-school children are confident. They show good levels of independence as they help themselves to resources or serve their own mashed potato at lunch time. Children learn to keep

themselves safe. They remember to hold on to the rail as they walk down the stairs or make sure that the gate is closed after a visitor leaves the room. Children develop a good understanding of healthy lifestyles. From a young age, they adopt simple good hygiene routines such as washing their hands before they eat. Older children know that they need to get a tissue if they sneeze and that they should wash their hands afterwards. Children benefit from freshly cooked meals and healthy options such as strawberries at snack time. They enjoy chicken, mashed potato and vegetables for lunch, and help themselves to water at any time from the dispenser.

Children make good relationships with staff and each other at the setting. Staff know children well and make regular observations of their achievements. They use these effectively to plan activities that build on their learning and support their good progress towards the early learning goals. Children take part in a wide variety of indoor activities and experiences across all areas of the curriculum. They also enjoy outdoor play on a daily basis. They have fun practising their physical skills on the scooter, playing in the playhouse or cutting and sticking at a table. However, at present outdoor experiences are not consistently included in activity planning across all areas of learning.

Children's early language skills are fostered when babies cuddle up to look at pictures and older children listen attentively to a familiar story. Babies enjoy familiar songs and rhymes, explore sensory toys and proudly begin to take a few steps. Older children solve simple problems when they work out how many monkeys are left when one jumps off the bed during a number song. They learn useful skills for the future when they use the computer to complete a simple programme. Children explore and experiment in the water tray or find out what happens when they pick up dry sand with their fingers. They find out about the world around them when they help grow plants and vegetables in the gardening area. They learn to value diversity when a parent comes in to prepare them traditional food from another country, or when they hear a story told in another language. They use their imaginations when they dress up as a rock star, make models with the play dough or dance to music. Toddlers cross their legs and fold their arms as instructed in the words to a song, while pre-school children jump up and move like a wobbly scarecrow. Children of all ages benefit from a balanced routine with opportunities for uninterrupted free play as well as group sessions. They are interested in the activities provided and well occupied throughout the day.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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