

# Little Monkeys Charlbury

Chapmans House, Church Street, Charlbury, Oxon, OX7 3PP

## Inspection date

Previous inspection date

04/12/2012

Not Applicable

## The quality and standards of the early years provision

**This inspection:** 2

Previous inspection: Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children take part in a wide range of challenging and interesting activities and as a result, they enjoy their time at the setting.
- Staff offer excellent support for children who have special educational needs and/or disabilities and as a result, children are progressing very well relative to their starting points.
- The staff and management understand and meet the safeguarding and welfare requirements well.
- Staff work well together and are highly motivated, enthusiastic and obviously enjoy being with the children.
- Good partnerships with parents, carers and other professionals have developed and regular information is shared between them.

### It is not yet outstanding because

- Children's independence is not consistently encouraged through the nursery. For example, younger children are not regularly encouraged to contribute to preparing for meals and snack times.
- Staff do not use opportunities, such as snack time, to help children extend their practical understanding of numeracy and quantity.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the children in the play rooms and garden areas
- The inspector spoke to the staff and children
- The inspector had a meeting with the owners/managers
- The inspector took into account the views of the parents
- The inspector looked at a sample of nursery documentation

### Inspector

Hilary Tierney

## Full Report

### Information about the setting

Little Monkeys is owned by a partnership who took over the existing business, changing the name of the nursery and re-registering in 2012. The nursery is situated in the village of Charlbury, Oxfordshire. It operates over two floors of a converted residential premise and children are cared for in one of three areas, according to their age and development. Children have access to an enclosed back garden, with grassed and safety surfaces.

The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks of the year,

excluding bank holidays. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides childcare before and after school. The nursery receives funding for free early education for children aged three and four. There are currently 63 children on roll, of whom 57 are in the early years age range. Children come from the village and surrounding rural communities. There are 21 members of staff, of whom 15 hold appropriate early years qualifications. Three members, which include the owners/managers, have Early Years Professional Status. All staff have completed first aid training.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop children's independence skills by allowing them to pour their own drinks and serve their own food.
- extend opportunities for children to learn to count purposefully and match numeral and quantity correctly, such as encouraging children to lay the table

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are progressing well in all areas of learning and development relative to their starting points due to the wide range of stimulating activities that are provided. Children's personal, social and emotional development is supported generally well. Children are encouraged to share, take turns and be nice to their friends. Children are well-behaved and polite and many say 'please' and 'thank you' with little or no prompting. Children enjoy role-play and interact well with each other and the staff as they play. For example, a group of children play with a dolls house and the member of staff interacts with them, asking them open-ended questions such as 'Why do you think the bed has ladders?' Interactions between children and staff are good, staff are very good at knowing when to interact with children and when to leave them to play alone.

Children enjoy looking at books alone and with the staff. They listen carefully to stories as staff read to them. All book corners in the nursery are cosy and inviting as a result, all children enjoy being able to freely get books and look at them. Staff speak clearly to children which helps children develop their language and communication skills. Staff support children who require more help with language skills, through the use of sign language and ensuring they speak directly to the children. Staff have recently identified

that the mathematical programme needs to be developed more and used more in everyday life at the nursery. However, most children are able to count confidently and they are beginning to understand basic mathematical language. Staff do miss the opportunity to develop children's understanding further during snack and meal times, such as helping children to match number to quantity through allowing them to lay the table for lunch or help with preparing for snack times. Children's independence in most of the nursery is promoted well with the older children being able to pour their own drinks, however, some of the more-able younger children are not given the opportunity to experiment and pour their own drinks.

All ages of children are prepared well for their next stage of their learning whether in the nursery or their transition to school. Carefully planned visits to the next room with their key person helps children to settle quickly. The pre-school children are prepared well for their transition to school, through well-planned visits to school and reception teachers visiting children at the nursery. Parents are encouraged to share information about their child's routines, likes and dislikes with their child's key person before the child starts at the setting. The sharing of children's learning journals, observations and assessments with parents ensures they are kept well informed about their child's progress.

### **The contribution of the early years provision to the well-being of children**

The well-established key person system has enabled staff to build secure relationships with their key children which means that children's physical and emotional well-being is supported effectively. Staff are sensitive to children's individual needs. For example, they are able to discuss children's routines and likes confidently. Staff supervise children well and children's safety is a priority. Children demonstrate they feel safe and secure at the setting. Their behaviour is good and they respond well to the praise and encouragement used by the staff. Staff provide a warm, caring stimulating environment where children are able to play safely and as a result children are active, well occupied and eager to learn.

All children have regular access to the outside play spaces. Although at present, children are not able to access this area freely, plans are in place to improve how children access the garden area and in turn the garden area will then be developed. Children enjoy running, jumping, balancing and exploring the outside spaces. For example, children enjoy being able to use chalks on the path and talking about why the ice has melted in puddles and trays. Staff supervise children well and ensure they are made aware of any risks, such as being careful when riding cars or bikes not to run over any young children standing on the path.

Children learn about personal hygiene procedures through clear explanations and reminders from staff. For example, children are encouraged to wash their hands before meals and after using the toilet and being outside. Children demonstrate they understand why they need to wash their hands. Staff ensure younger children have their hands wiped before they eat. Staff are consistent in their nappy changing procedures and this ensures the spread of infection is minimised. Staff have recently introduced a new system of using water bottles for all children and although the water bottles are within easy reach for all

children staff do not always remind children to drink after physical exercise such as when they come inside from playing in the garden. Children enjoy snack and meal times and sit well when eating. They chat happily with each other and the staff as they eat. Staff put out small jugs of milk so children are able to pour drinks for themselves, which helps to develop children's independence. However, this is not consistent through the nursery and during mealtimes, some staff tend to serve children their food, pour drinks for them and cut up their food. This means that more able children are not given the opportunity to serve themselves.

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

The well-established team of staff are highly motivated to provide good quality childcare and since the new owners/managers took over changes have taken place, which benefit the children. There are detailed procedures in place to ensure all staff are suitably qualified and safe to work with children. The new management have introduced staff appraisal systems that ensure staff training needs are clearly identified and addressed. This ensures staff are kept up-to-date with their training. All staff and the management have been involved in monitoring and evaluating the practice and as a result they have identified areas to improve to benefit the children. This includes an action plan for the upgrading of the outside play spaces and reorganisation so children are able to have free access to the garden areas.

Management and staff demonstrate they have a good understanding about their responsibilities to meet the safeguarding and welfare requirements. The recent updated policies and procedures are clearly written and help to ensure staff are consistent and work together to keep children safe. Staff demonstrate they are clear about the procedures to follow should they have any concerns about children in their care. Staff have worked hard to develop their knowledge and understanding of the revised Statutory framework for the Early Years Foundation Stage and as a result they are very confident in their observations and assessments of the children in their care. Clear observations, assessments and partnership working means that staff know their key children well and are able to offer good support to those children who require extra support or extension.

Good partnerships with parents are in place. Detailed information is exchanged with them regularly through the sharing of children's learning journals, parents' evenings and informal talks when parents collect their children at the end of the day. There are notice boards around the nursery that help staff to keep parents informed about forthcoming events. Parents' feedback about the setting is very positive, with comments about how good the staff are, how children enjoy their time at the setting and the good range of activities provided. Excellent partnerships with other professionals have been developed; these include the local school and children's centre. This helps to ensure that all adults are able to contribute positively to children's learning and development.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY447701
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	799117
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	47
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Little Monkeys Charlbury Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07411222932

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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