

Our Monkey Club C.I.C

Donisthorpe Primary School, Ashby Road, Donisthorpe, SWADLINCOTE, Derbyshire, DE12 7QF

Inspection date

Previous inspection date

09/01/2013

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 form secure emotional attachments with staff and show high levels of confidence and independence.
- Children are provided with exciting learning opportunities at this stimulating and challenging setting, they have freedom to direct and develop their own play, as a result, children are happy and enthusiastic learners who are eager to join in.
- Children make good progress, their development is well-monitored and their next steps in learning accurately identified and well planned for.
- Strong links are forming with parents and other settings, good systems are in place to support a shared approach to children's learning and ensure they receive consistent support.
- The setting is well led and managed, managers are highly motivated in striving for the continuous improvement of the provision, teaching and planning are monitored effectively and staff are very well supported by managers in their training and professional development.

It is not yet outstanding because

- Children do not always learn as much as they can during activities because there is further scope for staff to question them more skilfully, to challenge and extend their thinking.

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 conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in indoor and outdoor play areas.
- The inspector looked at children's assessment records and planning documentation and discussed children's individual progress with staff.
- The inspector checked evidence of suitability and qualifications of staff.
- The inspector discussed the settings self-evaluation form and improvement plan.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to a number of parents during the inspection.

Inspector

Linda Moore

Full Report

Information about the setting

Our Monkey Club C.I.C is owned and managed by a community interest company. The club was registered in 2012 on the Early Years Register and the compulsory and voluntary

parts of the Childcare Register. It operates from a self-contained building within Donisthorpe Primary School, Swadlincote, Derbyshire and has use of the schools facilities, which include an outdoor classroom, nature pond area and extensive green land areas.

The club serves the local area and is accessible to all children. There are 12 members of childcare staff. Eleven staff hold appropriate early years qualifications. The manager holds Early Years Professional Status.

The club is open all year round from Monday to Friday. Sessions are from 7am until 7pm. Children are able to attend for a variety of sessions. There are currently 65 children attending within the early years age group and 51 in the later years age group. The club provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The club receives support from the local authority.

What the setting needs to do to improve further

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

- pose carefully framed open-ended questions to further challenge children, to extend their thinking and make connections in their learning.

Inspection judgements

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

Children settle into the setting very well and develop strong relationships at all levels with adults and their peers. Indoor and outdoor areas are very well organised to create a highly stimulating and challenging place for children to play. There is a wealth of resources on offer and children are given space and scope to explore their surroundings and use their curiosity and creativity to drive their own play. As a result, the environment is busy, energetic and highly conducive to learning. Children have excellent opportunities for daily physical activity, a free flow system operates between indoors and outdoors and this freedom to explore has a positive impact on their sense of well-being and helps with all aspects of their development.

Children use their creativity to design and produce a range of artwork. They can independently access a range of craft resources to draw and paint pictures. They use resources imaginatively to explore different mediums and create new effects, for instance, using dough and wooden bricks to build houses. Children enjoy experimenting with water, the setting cleverly organise two water trays alongside each other, both filled with

different containers, vessels and tubing. Children learn about capacity and measure as they fill and empty containers, test out if objects float and sink, and how water flows as they use tubes to transfer water from one tray to another.

Children express their thoughts, ideas and feelings in a variety of ways. They enjoy face painting and imaginative play, and access musical instruments to produce their own musical sounds. The environment is rich in print and number. A small group of children work independently together at a measuring chart on the wall, they find out how tall each of them are and begin to compare big and small. Children find out how to use magnifying glasses and torches. Staff pick up on the interest children show in the torches and suggest further ideas for them to try out, such as finding out what happens when the torch light is shone through different coloured glass. They experiment further by shining the light through two different colours at the same time to see how the colour changes and shine the torch through different materials to see how this effects the light and what happens when the same material is folded in two. Children enjoy sitting with staff in the comfortable book area and listening to stories. Books and activities are used well to enhance children's awareness of the wider world and help children learn about similarities and differences.

The settings educational programme is effective. Staff have a good knowledge of the learning and development requirements within the Early Years Foundation Stage and are skilled in using observation and assessment to guide their activity planning and intervention. As a result, children make good progress and their learning is a continuous journey. Every child has a key person and this works effectively because staff clearly know their children well. During activities staff interact positively with children, they listen well as children talk, answer their questions, explain and model how things work. This all helps to extend children's learning. However, at times staff can miss opportunities to ask children purposeful questions and test their skills. This means children are not always being challenged to extend their thinking and make connections in their learning, as much as they can.

Prior to placement staff gather as much information as possible about the child and their family and become highly knowledgeable about the care and learning needs of every child in their care. The setting uses a secure internet site to support information sharing and a shared approach to children's learning. Parents involvement is fully encouraged as they can access information about their child at home, for instance what they have enjoyed doing each day and what they have learnt. Parents can add their comments and contribute their ideas.

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

Children's care and well-being are effectively supported. On arrival every child and parent receive a warm welcome and are greeted by friendly staff who take time to chat and share information. This helps ease children's separation from their parents. Children display extremely high levels of confidence and self-esteem and settle very well. A key person system is in place and this works very well throughout the setting. Children's preferences

are taken into account when placing them with a key person and this helps foster secure emotional attachments and a strong base from where they can develop independence and explore. As a result, children flourish and enjoy their time at the setting. Children's transition to school is managed well. Staff read stories to children about starting school and they practise self-help skills, such as putting on a school uniform. These activities help prepare children for change and alleviate some of their fears.

Children play well alongside one another, sharing and taking turns. They show a good understanding of rules and listen well to instruction. The calm and consistent attitude of staff contributes towards children's good behaviour. Staff explain why certain behaviour is important and how their actions can affect others. Children of all age groups play together and this creates a family type atmosphere where children learn to understand and respect the different needs of others. Staff provide children with reminders about safety, for instance, how to climb and move safely on outdoor equipment. This promotes children's awareness of staying safe. High priority is given to promoting children's self-help skills. Staff plan and organise the environment well, there are a wealth of resources that are stored at children's level. This aids their independence and ensures safe access; it also means children can make decisions about where to play and what to play with. Playrooms are divided and sectioned off well to provide interest and nooks and crannies for children to explore.

Children are taught the importance of a healthy diet and exercise. The routine encourages them to be highly independent, for instance, they learn to dress appropriately for the weather and put on a coat when playing outside in cold weather. They learn to recognise when hungry and thirsty; snack time runs throughout the session so children can access when ready. Children know they should wash their hands before settling down to eat and they can choose from a range of healthy snacks, such as fresh fruit or yoghurt. At lunch time they can bring along their own packed lunch or have a hot meal provided by the school. Children's self-help skills are promoted as they are encouraged to get their own plate and cutlery and make suitable choices from the selection of food available.

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

The manager and staff work very well together to provide a friendly and accessible service for children, parents and carers. Staff's knowledge of safeguarding procedures is strong and they have a clear understanding of how to recognise and report any child protection concern. Appropriate vetting and induction systems are in place to ensure all staff who work with children are suitable to do so. These measures help to protect children from harm and neglect. Comprehensive and detailed risk assessments are completed regularly for all areas of the premises and outings. As a result, children play in a safe and secure environment.

The setting has a very good capacity to develop and maintain improvement because the manager and staff are proactive to change and are reflective practitioners. Staff use self-evaluation to identify the settings strengths and weaknesses and set challenging targets

for improvement, this takes into account the views of parents and children, raised both verbally and through electronic communication. Current action plans are well-targeted to have a positive impact on children. For instance, the refurbishment of the pond area to maximise children's learning opportunities. The educational curriculum is monitored effectively by the manager, including regular observation of practice and weekly meetings with staff to ensure appropriate intervention and monitoring of children. Staff are highly motivated and committed to their professional development with most currently undertaking a higher qualification. As a result, the quality of the provision was observed to be consistently good across all areas, with some outstanding aspects.

Staff have formed strong working relationships with parents and engage them effectively. During interviews parents were very complimentary about the setting and the quality of care and education their children receive. Staff work effectively alongside external agencies to support children who require additional help and support. The setting has close links with local primary schools, sessions are arranged beforehand so children can visit the school and reception staff are invited along to the setting to meet with children and their key person. This supports information sharing and continuity of care and education for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY451196
Local authority	Leicestershire
Inspection number	806745
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	40
Number of children on roll	116
Name of provider	Our Monkey Club C.I.C
Date of previous inspection	Not applicable
Telephone number	01530 272544

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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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