

Little Monster Day Nursery

Little Monsters, 3 Ridgeway Parade, Church Crookham, FLEET, Hampshire, GU52 6NY

Inspection date

21/01/2013

Previous inspection date

24/06/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff establish supportive, reassuring relationships with children, enabling them to settle and develop confidence.
- Children learn how to manage their own safety and that of others.
- Children have opportunities to mix with others of different ages, enabling them to form relationships, develop their social skills and to appreciate the needs of others.
- The leadership and management team are fully motivated to develop the nursery and drive improvement.

It is not yet good because

- Older children do not always receive a challenging and stimulating experience.
- Staff do not make best use of the daily routine to build on children's mathematical skills.
- The environment does not fully support children to make choices about their play.
- There are no arrangements for working in partnership with other early years settings that children attend.

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.

Inspection activities

- The inspector observed children's play and staff interaction in the inside and outside learning environment.
- The inspector had a meeting with the registered provider and manager.
- The inspector had discussions with staff members at appropriate times during the inspection and spoke with children.
The inspector examined documentation including sampling of children's records, staff suitability records, policies and procedures and other records relating to the day-care provision.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Debbie Newbury

Full Report

Information about the setting

Little Monsters Day Nursery registered in 2008. It is a privately owned setting which operates from a former shop unit in Church Crookham in Hampshire. There are two rooms, a main room where most activities take place and a baby room, which is used for children under two years of age. The nursery operates on an open plan, free-flow basis. There is a small, fully enclosed outdoor play area and level access throughout the

premises. The nursery is located in a residential area close to local shops, a park and public transport links. It opens from 7.30am to 6pm Monday to Friday for 51 weeks of the year, excluding from Bank Holidays. Children may attend for a variety of sessions.

The nursery is registered on the Early Years Register. It serves families from the local community and surrounding areas. There are currently 25 children on roll aged from 10 months to four years. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language.

The nursery employs nine members of staff. The registered owner and manager hold a early years qualifications at Level 4 and three others are qualified to Level 3. There are three members of staff who are currently studying for childcare qualifications. The registered owner is studying for a foundation degree in Childcare and Development.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- enable a two-way flow of information between providers where a child is attending more than one setting
- ensure that older children receive a challenging and stimulating experience by improving consistency in the delivery of the learning and development requirements

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

- improve the educational programme for mathematics by making better use of the daily routine to encourage counting, estimation and use of mathematical language
- review the environment to ensure that it is interesting, accessible and ready for children so they are able to more easily help themselves to resources and are encouraged to be curious.

Inspection judgements

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

Overall, children are making satisfactory progress and gaining some skills to support them in the next steps in their learning. They enjoy themselves although the experiences offered to older children are not especially challenging and there is a lack of consistency across the whole staff team to extend them further. For example, during story time staff do not extend older children by drawing their attention to rhyming words.

The main room is set up to cater for the different areas of learning. Children can help themselves to a variety of resources although staff do not make sure that they can independently reach the paints and the computer is not switched on. This impacts on children's ability to make choices. Some tables remain empty and staff do not put anything out on these to arouse children's interest or curiosity. Older children enjoy role-play and they use their imaginations as they act out different scenarios. Staff show interest in what children are doing and encourage children to extend their play by joining in. For instance, they ask if they can have a cup of tea and suggest that the 'baby' needs a nappy. Children then put nappies on the dolls and search out clothes to dress them in. Some adults engage in conversation with children and encourage them to express their views. Older children display a developing understanding of number. They confidently and correctly tell staff how many monkeys are featured in the story they are read and some spontaneously show the correct number of fingers that correspond to this. Some children enjoy counting small stacking blocks and they copy the matching cards that come with this resource. However, the introduction of a set of weighing scales so they can use the blocks to explore weight is unsuccessful when nobody can work out how to attach the baskets correctly. Staff do not make good use of daily routines to help children develop their mathematical skills. They do not encourage understanding of quantity, addition and subtraction, such as when children serve themselves at snack time or by inviting them to help lay the table for lunch. Children make play dough and develop their physical skills as they use rolling pins and cutters. They practise rolling balls to a member of staff and play games, such as skittles.

Children willingly undertake small tasks, such as helping to clean the table before they have snack. They are supported in becoming independent. For instance, children spread the butter on their crackers at snack time and are encouraged to put their coats and boots on by themselves before they go outside to play. Children make a snowman with the assistance of staff. Some happily scoop the snow up with their hands whilst others are a little reluctant. They are helped to understand that the snow will not hurt them; it is just cold. However, they are not offered spades or buckets so they can participate in an alternative way. All children have opportunities for outdoor play. Staff support children's use of the small outside play area and also regularly take children out to the local park and woodland area. This enables children to explore their local community as well as benefit from much larger spaces in which to be physically active. Children have opportunities to learn about the world as they take part in activities that relate to different traditions and cultures.

The under two's room is quite cosy with different play materials arranged at low level so young children can easily help themselves. This encourages children to choose their own activities and become independent. They enjoy climbing in and out of the small ball pond which encourages their physical development. There is a good range of toys available including metal and wooden items. Some children investigate sound as they bang these

together. Others show interest in mirrors and look intently at their own reflections in these. Staff talk to them about what they can see. Young children wholeheartedly explore the shaving foam which has been placed in a small tray. They enjoy nursery rhymes and songs and are gaining some understanding of the actions that accompany different songs. Babies sit on the laps of staff as they read simple stories to them which helps them feel safe and secure.

The nursery has recently introduced a new planning system which sees the children's key persons taking responsibility for planning for the next steps in their learning. The management team are providing ongoing support for staff to help build their confidence as this system becomes embedded. Children's learning and development records include 'all about me' forms which parents are asked to complete to help staff find out about children's starting points. They show children's achievements and progress.

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

Staff are kind and caring towards children. They provide support and reassurance, for instance when babies are unsettled. They are ready to offer a hug and a cuddle. This helps children feel secure and builds their confidence. Each child is supported by a key person and management has recently introduced a co-key person. This ensures children always have a key person for support. Children are learning appropriate ways to behave. Staff promote the view that 'we are all friends at nursery.' They encourage sharing and explain that books are not for drawing on. They praise children which fosters their self-esteem.

The nursery is small and this means that the youngest children attending are able to socialise with older children at certain times during the day. This enables them to gain familiarity with all staff and the whole nursery environment and helps when they move to the older age group. This arrangement also means that older children are helped to appreciate the needs of these younger children, who are smaller and more vulnerable than them. Staff support children who are moving onto school by inviting teachers from the local schools to come and visit them. They talk to children about their experiences when they go to look around the school they will be going to. They also encourage children to eat a little quicker at lunchtime to help prepare them for the limited amount of time that is allocated to this at school.

Children are cared for in a safe, secure and hygienic environment. They learn about healthy lifestyles as there have been recent improvements made in respect of promoting health and hygiene. Older children wash their hands at appropriate times, such as before eating and staff clean the hands of younger children. Some staff reinforce the reason why they need to do this. Children have healthy snacks. Some bring food from home to eat at lunchtime whilst others eat food that is prepared at the nursery. Staff feeding babies crouch in front of them so they maintain good eye contact. They are guided by the children's pace. Older children receive support as necessary as they cut their potatoes. They are reminded that 'knives are for cutting and not for putting in mouths.' However, staff do not engage older children in general conversation or talk to them about what they

have for lunch. This means that there are missed opportunities to extend their communication and language skills.

Children learn how to keep themselves safe with the support of staff. For instance, they explain to children that they should not run indoors because there is not much space. Staff remind children about the need to be careful so they do not trip on any toys that are on the floor.

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

The leadership and management team are enthusiastic and dedicated. They are keen to improve the practice at the nursery and have worked hard to address recommendations made at the last inspection. Areas for development have been identified, both as a result of self-evaluation procedures within the nursery and with input from the local authority early years team. These are receiving attention; for instance, staff are due to attend training on the role of the key person in the near future. Some members of staff are new to the setting and receive support from the manager and registered provider. These measures are a work in progress and have yet to have an impact on children's progress. This is particularly evident in respect of the learning and development requirements. However, it does demonstrate commitment and a desire to move forward. The overall deployment of the staff team is generally appropriate although some individuals do not always use their initiative, for example when the manager is engaged in other activities. They do not always notice if children cannot access particular resources and take steps to rectify this.

Management and staff are aware of their responsibility to safeguard children. Staff speak confidently about the action they must take if they are concerned about a child's welfare. Appropriate procedures are in place for the recruitment and vetting of new staff and ensuring ongoing suitability. Management completes required checks and conducts staff appraisals every six months. Children's safety and security receive good attention. Risk assessments have been completed and staff undertake daily safety checks. They are vigilant and intervene promptly to guide children away from potential hazards.

Parents have access to a range of information about the organisation of the nursery. They enjoy a relaxed relationship with staff. Handovers are unhurried with time to chat and exchange information about children and how they spend their time. Parents of the younger children have a day book which covers welfare matters such as sleep times. This ensures a continuity of care for these children. Parents are invited to attend regular consultations to discuss their children's progress. Parents spoken with at the time of the inspection were positive about the nursery. One commented 'I'm very happy because my child is happy and looks forward to coming.'

The nursery works effectively with other professionals and agencies in the local community supporting individual children. This brings benefits to children since adults share information, which leads to a coherent and shared approach to promoting their

care, learning and any extended support. However, such links have yet to be established in instances where children also attend other early years settings.

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

EY385910

Local authority	Hampshire
Inspection number	892876
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	25
Name of provider	Aryan Associates Limited
Date of previous inspection	24/06/2009
Telephone number	01252628111

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

