

Monkey Puzzle - Warwick

Inspection report for early years provision

Unique reference number	EY414078
Inspection date	15/02/2012
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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*.

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Description of the setting

Monkey Puzzle Warwick registered in 2011 and is managed by a limited company. The nursery is a franchise of the Monkey Puzzle Group. The nursery operates from a three storey renovated commercial building in Warwick. There is level access to the building via the front entrance. The first and second floors are accessed by stairs. Babies are cared for on the second floor, toddlers on the first floor and pre-school children on the ground floor. Children also have access to an outside area.

The nursery is open from 7.30am until 6.30pm, Monday to Friday, for 51 weeks of the year, closing only for one week at Christmas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 72 children under eight years, of whom, no more than 30 may be under two years of age.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are suitably safeguarded and supervised at all times. Attention is given to helping children develop to gain skills for the future in all areas of learning, although, strategies for handling behaviour with the older children are not fully embedded. Children are happy and settled and staff have an understanding of their individual needs. Planning is in place and on the whole, the environment is inclusive. Clear partnerships have been formed with parents and staff are trying to forge relationships with others delivering the Early Years Foundation Stage. Systems for sharing and obtaining information from parents are in place for most information and strategies for monitoring and evaluating the provision are in place.

What steps need to be taken to improve provision further?

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

- improve the behaviour management strategies used for the older children
- improve the information obtained about children's cultural background and home language.
- extend the opportunities for children to develop their independence in everyday routines.

The effectiveness of leadership and management of the early years provision

Children's welfare is maintained in an environment where they are protected from abuse and neglect. Staff demonstrate a clear understanding of their role and responsibility with regard to protecting children from abuse and neglect. Suitable recruitment procedures are followed to make sure all staff are suitable to care for children. Procedures are in place to ensure children are not left unattended with

unvetted adults. Annual and daily risk assessments are in place to make sure potential hazards to children's safety are minimised. Concise fire evacuation procedures are in place which are well known by staff and practised regularly. Safety checks are made of the smoke alarms and electrical equipment to ensure they are maintained to an approved standard.

Space indoors and out is organised to gain the most from the large areas available to them and staff work closely to ensure children are always supervised. Children have daily opportunities to get fresh air as they access the garden daily and the use of the soft play room enables them to exercise their bodies regardless of the weather. Systems to monitor and evaluate practice within the setting, are in place and management are continually looking at ways of enhancing these and that of the service provided. Procedures to fully involve parents are actively being developed, for example, through parent's evenings and social events.

Staff are aware of appropriate treatment if a child becomes unwell or are involved in an accident and any medical records are shared with and countersigned by parents. Several staff hold valid first aid certificates and as a result, are able to deal with minor accidents appropriately. Stocked first aid boxes are in place around the setting and emergency consent for medical treatment has been obtained from parents. Medicines are administered by two members of staff, to ensure the correct dosages are given and at the appropriate times and records are maintained. Medicines are suitably stored and not accessible to children.

Staff demonstrate an understanding of the importance of cohesive working when caring for children with learning difficulties and/or disabilities. Staff understand the importance of working alongside parents, carers and other agencies, to continually support the children's needs. Written policies and procedures are inclusive, although, systems to support those who speak English as an additional language, are not robust enough. The setting provides a friendly, relaxed environment and children and their families are made to feel welcome. Parents spoken to during the inspection expressed their delight at the service they receive and spoke highly of the staffs caring approach.

Children's feeling of safety and security are compounded through the gradual settling in procedures that are in place. Staff spend time getting to know about each of the children and ensure that parents are given clear information about their child's day, using communication booklets and feedback sheets. Children enjoy a good variety of nutritious, healthy, freshly prepared foods each day. Fresh fruit and vegetables are provided each day and the menu reflects foods from around the world. Mealtimes are a social occasion and babies receive encouragement and attention. The cook and staff are fully aware of all dietary needs and preferences, which are respected and incorporated into the menu. Thorough hygiene routines are in place, followed by staff and encouraged with the children.

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

Children are greeted as they enter the setting well and become engaged in the activities available to them. They have formed clear relationships with staff and interact with their peers. Staff demonstrate an understanding of the Early Years Foundation Stage and how young children learn, providing a variety of adult-led and child-initiated activities. Discussion takes place with parents about their child's needs, although, information about their starting points is not always obtained, so is not used to plan for individuals during the first few weeks of their placement.

Children's personal, social and emotional development is promoted and staff invest time socialising with the children. A key worker system is in place, however, all staff respond to the children's ever changing needs. A clear policy is in place regarding handling children's behaviour. Staff praise the children for their achievements and good behaviour is shared with parents. However, behaviour with the older children can easily become boisterous and disruptive, which impacts on the other children's opportunities to learn and enjoy the activities provided. Children's independence is encouraged in most of the daily routines, such as, when using the bathroom, although, the opportunity to help themselves to their snack are not consistent depending on constraints that may be in place due to routines and a lack of time.

Children's health and well-being is suitably promoted and necessary steps are taken to prevent the spread of infection. Children understand the need to wash their hands after using the bathroom and before meal and snack times. Babies' care and welfare needs are addressed well by staff who ensure their individual sleep routines and personal care routines, such as, nappy changing are respected and their comfort continually maintained. Clear checks are made of sleeping babies and records are completed and shared with parents. Children are made aware of potential risks and how to prevent accidents through guidance from the staff and safety has been addressed well throughout.

A wide variety of well maintained resources are provided that maintain children's interest and encourages their natural curiosity to learn. Babies enjoy soft toys, activity centres and rattles. Mirrors enable them to see their own reflection and staff talk to them, encouraging a response. Affection is readily given and received and staff are responsive to their every need. As children grow they access a broader range of activities, including lots of tactile experiences, such as, sand, water, baked bean play and corn flour play. Their language is encouraged through the use of books for varying abilities and staff are aware of their favourites, such as, *The Gruffalo*. Labels are displayed through encouraging their recognition of letters and their understanding that print carries meaning.

Children's physical development is encouraged through the use of large and small equipment. They develop their small muscle skills through painting using a variety of size brushes and gain control using scissors, cutting various materials and fabrics. They learn to move with direction over, under and through the soft play

equipment. Their imagination is encouraged through the role play and the home corner, where they access cooking utensils, dolls, buggies and play food.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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