

Giggling Monkeys Preschool

Leigham Church Hall, Thurlestone Walk, Plymouth, Devon, PL6 8QJ

Inspection date

Previous inspection date

15/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff transform the shared environment into a stimulating and inspiring learning environment where children are extremely motivated and confident learners.
- High quality interaction between staff and children fully promotes children's communication skills and enables them to progress with success following their own pace and interests.
- Relationships between staff, children, parents and carers, and external support agencies, are outstanding and promote consistency for each child.
- Reflection on practice is exemplarily and staff have an excellent knowledge of their strengths and areas for development; demonstrating a very strong capacity for continuous improvement.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 community hall and on a visit to the park.
 - The inspector spoke with the children, staff and parents.
- The inspector sampled documentation, such as the self-evaluation documents,
- children records and learning journals, policies and staff suitability checks and qualifications.

Inspector

Anne-Marie Moyse

Full Report

Information about the setting

Giggling Monkeys Preschool is privately owned. It registered in 2011 and operates from the Leigham community hall, in Leigham, Plymouth, Devon. The setting have sole use of the hall and associated facilities when operating. The setting is open each weekday morning from 9am until 12noon, during term time only.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 10 children on roll aged two to four years. The setting is eligible to receive funding for two-, three- and four-year old children. Local parks and play areas are currently used for outside play and learning.

What the setting needs to do to improve further

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

- further develop the environment to provide children with more natural light and spontaneous access to the outside world.

Inspection judgements

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

Enthusiastic and motivated staff provide an exceptionally inspiring learning environment for children. They transform the shared community hall into a language rich and interesting play area. This provides children opportunities to choose from an extensive range of high quality resources that interest them. For example, children dress-up and use puppets in their imaginary play, developing stories where one child is the wicked stepmother. They energetically play in the soft play area, climbing and balancing, or in the ball pool where they excitedly invite others to join in their games. In the book area, a tee-pee provides space for quiet or imaginative play to develop or children sit and look at the various types of literature such as books, leaflets and newspapers. Children have plenty of time to explore the materials on offer. They plant seeds and bulbs ready for the summer, and discover a snail in the compost. This prompts conversations about what it is and where to put it so it is happy. Children take responsibility for the environment and help to sweep up the spilt soil so that others do not slip on it.

Staff thoroughly understand how children learn best through playful activities. The high adult to child ratio and flexible approach enables staff to spend plenty of time interacting with children and following their play ideas. Skilful intervention provides an excellent balance of enhancing children's learning without taking control of their play. As a result,

children learn for themselves through trying things out and self-discovery. For example, at the painting easel children ask for pink paint. Staff provide children with a selection of paints and encourage them to find out how they can make pink paint by combining different colours. This exploratory play results in children adding and mixing other colours to see what happens, which extends their learning. This approach supports children in developing an inquisitive attitude and a positive disposition for their own future learning.

Staff conduct frequent observations on children and use extensive systems to monitor their development. Staff have attended communication and language training and implement this in their daily practice. They use the 'Every Child a Talker' assessment tool to identify children's language skills, seeking external support if concerned. They use information from parents and observations to plan for children's interests and their next step. A system for monitoring how children freely access the resources feeds into the planning. Resources are developed and enhanced to extend children's play in a particular area, or changed to reflect children's current interests. This system also checks that children access a balanced range of resources, which provides a breadth of experiences across all areas of learning. Staff are very confident in completing written reports on children's progress, which contribute to the progress checks when children are two years old. Staff work very closely with other support agencies so that if children require extra support a consistent approach is in place. Staff make time to follow guidance from other professionals and integrate specific learning tasks into children's play. These comprehensive processes and the excellent teaching skills of the staff contribute to children's rapid progress especially in helping narrowing any gaps in children's learning. As a result, children prepare extremely well for their next stage of learning.

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

The staff warmly welcome all children and parents into the setting which is fully inclusive, where children feel safe and valued. The care for children is excellent with staff forming strong, positive relationships with the children and parents. As a result, parents feel involved and reassured that their children receive excellent care. Children are keen to attend, quickly welcome their friends and start to play immediately. They are familiar with the routines of self-registering as they arrive and hanging up their coats. They are eager to join in with any activities but show their confidence as they choose what to play with, finding additional resources themselves if it has not been set out. Children are happy to approach staff for help while still retaining their independence. Staff are very respectful role models and encourage children to be polite, share and take turns, to become social individuals. Staff give children plenty of praise and reassurance to children to reinforce good behaviour. In addition, staff use appropriate strategies to support children in developing their own negotiating skills to resolve disputes. As a result, children are emotionally secure and extremely well prepared as they make transitions onto other settings.

Staff are vigilant and monitor children's welfare very effectively. They help children to recognise hazardous play, such as the risk of slipping when running around with no shoes on. Whilst on walks staff teach children about road safety and being easy to see as they

wear high visibility jackets. As a result, children understand the importance of keeping themselves safe and know to wait patiently for staff to check the play equipment for hazards. Staff support children in taking risks such as stepping between pieces of equipment, climbing higher and developing new ways of using the play equipment. This builds children's confidence, balance and control of their bodies.

Staff equip children with resources, such as binoculars and tubs for collecting interesting finds. Children use all their senses whilst outside, feeling the wind on their faces, listening to sounds, and exploring nature and the world around them. Currently it is not possible for children to have free access to the outdoor play area or see out of the playroom. Staff are working to change this and re-establish a safe area where children can spontaneously play outside. They are working with the community hall committee to develop the environment and improve the amount of natural light into the hall. Children follow excellent hygiene routines as staff make this a positive and enjoyable experience. They sing songs as they wash their hands thoroughly before sitting down to eat snack. Staff involve children in setting the table, where children work out how many plates are needed and if they require any cutlery. Snack is nutritious and extends children's tastes as they try various foods. Children take responsibility for washing their own cups and plates, developing high levels of independence and self-help skills.

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

The staff benefit from the enthusiastic support of the owner and are fully involved in the development of the provision. The owner and staff work towards a clear vision in meeting the needs of the local community and in preparing children for their future learning. Staff fully understand their responsibilities in meeting all aspects of the Early Years Foundation Stage requirements and support children's development and welfare effectively. Everyone, including owner, staff and parents, reviews and evaluates all processes and comprehensive learning documents to effectively monitor children's progress. Rigorous evaluation systems are highly effective in driving improvements, which is shown through the progress the setting has made since opening. The positive and proactive approach of the owner demonstrates her commitment to children.

Robust systems are in place to assess staff suitability and maintain their development. Staff are very confident in following suitable procedures if they have any concern over a child's well-being. They receive regular training and appraisal systems are in place to support their professional development. Regular meetings provide an opportunity for any issues to be discussed and resolved quickly. A comprehensive range of policies and procedures are in place and shared with parents, which underpin the excellent practice of the staff. As a result, staff provide children with a safe and secure environment where they are respected as individuals and have their needs very well met.

Partnership with parents and carers is excellent. The staff value and respond to parents' and carers' comments and are constantly seeking ways to involve them further to improve on practice. A recent improvement includes parents' preference for receiving information

using electronic systems. Key persons keep parents and carers well informed about their child's progress through learning journals and they are encouraged to share what their child has experienced outside of the setting. Regular newsletters keep parents and carers informed of activities and forthcoming events, such as messy play sessions. Staff invite parents and children to join them with play activities during the holidays. This builds relationships and contributes to providing parents with ideas for supporting children's learning at home. Parents comment on how well their children are achieving and their absolute praise for the work of the staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY437593
Local authority	Plymouth
Inspection number	808382
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	12
Number of children on roll	10
Name of provider	Giggling Monkeys Ltd
Date of previous inspection	not applicable
Telephone number	07538261496

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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, which are usually the childminder's 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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