

# Monkey Puzzle - Warwick

Blackfriars House, West Street, WARWICK, CV34 6AN

<b>Inspection date</b>	23/04/2013
Previous inspection date	15/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children have suitable opportunities to make decisions and develop their independent skills through routines which support and prepare them for school.
- Children have access to a well-resourced garden, which promotes their health and enables them to continue their learning outside in the fresh air.
- Effective partnerships with parents and other professionals ensure that children with special educational needs and/or disabilities and who speak English as an additional language, are well supported in the setting to enable them to progress in their learning.

### It is not yet good because

- Staff do not use information gathered from observations well enough to plan a suitable range of interesting activities which are appropriate for some younger children.
- Children do not have opportunities to go on local outings, which means they do not learn enough about their community.
- Staff do not make the most of routines to help support more children to learn about number solving problems which involve addition and subtraction.
- The process of self-evaluation does not fully identify all areas which require further development to promote continuous improvement.
- The routine when children arrive is not always well planned to enable staff to supervise and engage children in activities.

## 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.

## Inspection activities

- The inspector observed activities throughout the nursery in both the indoor and outdoor in the garden.
- The inspector took into account the views of both parents and children at the nursery.
- The inspector looked at documentation, such as, children's records, staff files and a selection of policies and procedures.
- The inspector spoke to the registered person, senior staff and other staff throughout the inspection.

## Inspector

Kashma Patel

## **Full Report**

### **Information about the setting**

Monkey Puzzle Warwick registered in 2011 on the Early Years Register. The nursery is managed by a limited company and is part of the franchise of the Monkey Puzzle Group. The nursery operates from a listed three storey renovated commercial building in Warwick. There is level access to the building via the front entrance. Children are cared for on the ground, first and second floors. The first and second floors are accessed by stairs. 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. Children attend for a variety of sessions. There are currently 67 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one staff at level 2. There are two staff who are unqualified. The setting receives support from the local authority.

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

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

- improve staff's skills and knowledge through appropriate training and coaching so they are able to consistently plan activities which are appropriate for younger individual children and provide them with sufficient interest and support in their learning
- improve the planning of activities which link to routines of the day, such as, when children arrive in the morning, so they do not impact on staff's ability to effectively supervise and engage younger children.

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

- provide opportunities for children to learn about their community through regular visit to places of interests, such as the library and local shops
- provide opportunities for older children to solve simple problems with numbers which involve addition and subtraction, for example, during activities, routines and games
- extend and target self-evaluation more accurately so that it effectively highlights all areas for further development to help support both children and staff.

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

Staff carry out regular observations on children to identify the next stage in their learning and use Development matters in the Early Years Foundation Stage guidance, to help track children's development. However, they do not always use this information well to plan activities which are appropriate for younger children. For example, staff set out crayons and paper for younger children to make marks, however, some children show little interest and enthusiasm in this and wander off. Planning indicates information about shapes and colours which is not appropriate for younger babies. As a result, some play opportunities lack support and interest for some younger children which inhibits their progress. Staff are aware of the progress check at age two and have started to complete this with the support of parents. Staff use some appropriate teaching methods to help children learn. For example, they use open-ended questions and let children take the lead in their play. For example, children start to play musical shakers; staff join in and enhance their learning about sounds.

Children enjoy songs, stories and rhymes which supports their language and communication. Staff have a suitable range of books which they read in Spanish to help support children who have an additional language at home. Children learn about numbers during activities and routines, such as mealtimes. They count the children around the table and help to give out the plates which supports their independence. However, staff do not challenge more able children to solve simple problems which involve addition and subtraction. This means that some more able children miss opportunities for further challenge in their learning. Older children recognise their names on their coat pegs and chairs and have opportunities to practise their writing skills which supports their literacy. Staff ensure there are opportunities for children to continue their learning at home. For example, they talk to parents about how they can use different items at home, such as tooth brushes and cars to roll in the paint, which ensures that parents support their children's development at home.

All children develop their physical skills as they use a well-resourced outdoor area. Older children have free access to the garden which enables them to make decisions about their learning. Children use a wide range of equipment, such as bikes and wheeled toys, to develop skills in their balance and coordination. They make models with the recycled materials which helps them to learn and care for their environment. Children learn about their community through discussions and staff display photographs of local shop owners, such as the butcher used by the nursery. However, there is scope to develop these further by arranging regular visits to the local community to give children first-hand experiences to further their knowledge of the wider world. The nursery appropriately supports children with special educational needs and/or disabilities and they use sign language and flash cards. An inclusion worker also comes into the setting to observe and give ideas to staff about how to best support children.

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

Children have positive and caring relationships with staff and each other. All children are allocated a key person when they start who collects information about their individual routines and needs. This information is then used to help children settle. For example, several children have their comfort items, such as a toy or blanket with them during the day, which helps to reassure them and make them feel comfortable in the setting.

Appropriate procedures are in place to support children's transition within the setting. For example, staff take children to visit the new playroom. They begin to form new bonds and relationships with other staff and children, which supports their emotional well-being. Children learn to recognise their names and attend to their self-care needs, such as hand washing and using the toilet independently, which helps them prepare for the next stage in learning, such as starting nursery or school.

Children enjoy a range of freshly prepared snacks and meals, such as fresh fruit, which promotes healthy eating and meets their individual dietary requirements. They socialise at mealtimes with other children and help serve food which supports their independence. Menus are displayed in the setting to ensure parents are kept well informed of children's food intake. Children take part in regular fire drills in the nursery which helps them to

learn about being safe and what to do in an emergency situation. Children show an understanding of the importance of regular exercise as they enjoy opportunities to engage in physical activities in the fresh air. There is a wide range of toys, equipment and resources both inside and outside in the garden, which supports children to make decision about their learning and promote their independence.

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

Children's welfare is promoted because staff have a suitable understanding of safeguarding procedures and regularly attend training to update their knowledge. A detailed policy is displayed to ensure staff are aware of their responsibilities and the procedures to follow should they have any concerns about children's welfare. Appropriate systems are in place to keep children safe from persons who may not be vetted. For example, all visitors are required to sign into the visitor's book and staff check their identity, which further safeguards children. Risk assessments and daily checks promote children's safety and minimise potential hazards, so they are able to play safely. Suitable recruitment and vetting procedures ensure all staff employed are suitable to work with children and this includes a Disclosure and Barring Service check for all staff.

The inspection was carried out after some concerns were raised about the general welfare of children. However, the inspection finds that the provider meets all of the Early Years Foundation Stage safeguarding and welfare requirements. There are appropriate systems in place to manage behaviour and staff have suitable knowledge of safeguarding children. That said, some daily routines, such as when children and staff arrive early morning, are not always well planned. Consequently, some children are not fully involved in activities, become bored and staff are not well deployed for this short period of time in order to supervise children as effectively as they do at other times of the day and engage them in play.

Staff have a satisfactory understanding of the learning and development requirements and receive some support from the local authority to support staff's development. A suitable system is in place to help identify the setting's strengths and weaknesses. However, this does not fully identify all areas which require development. Staff collect views from both parents and staff through questionnaires, the suggestions box and discussions, which ensures parents are able to contribute in the process of improvement. Regular staff supervision and an annual appraisal further helps to support their professional development in order to improve the service to children.

Partnerships with parents and others who share care of the children are satisfactory. There is a notice board in the reception area and newsletters have information about topics and activities which children take part in, so parents can extend this at home. Staff work well with other professionals to support children with special educational needs and/or disabilities. This ensures children receive the support they require to learn and develop to their full potential. At present, children do not attend other settings but staff are aware of the importance of maintaining children's continuity of care and learning when

required.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	EY414078
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	914391
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	67
<b>Name of provider</b>	MPM Childcare Limited
<b>Date of previous inspection</b>	15/02/2012
<b>Telephone number</b>	01926 419262

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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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