

Monkey Puzzle Day Nursery

Skyline Plaza, Alencon Link, BASINGSTOKE, Hampshire, RG21 7NR

Inspection date	25/03/2013
Previous inspection date	18/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The owner and whole staff team continuously strive to improve the service they provide for children. They have highly effective systems in place to monitor and reflect on all they do and willingly make changes when areas for development are identified.
- There are robust systems in place to safeguard children. Thorough vetting and induction procedures ensure staff are suitable to work with children. The nursery makes effective use of risk assessments to provide a safe environment and ensure care routines meet children's needs.
- A well-established key person system helps children form secure emotional bonds. Good systems are in place to help children settle quickly into the nursery and make smooth stress-free moves between nursery rooms.
- Children make good progress throughout the nursery. They choose readily from a wide range of stimulating resources both inside and outdoors. Staff monitor their development carefully and plan activities that interest and challenge them.

It is not yet outstanding because

- staff in the pre-school do not always support child-initiated play fully to maximise children's engagement and learning from their chosen activity
- staff use positive, appropriate methods to manage children's behaviour but on occasions parents do not understand why certain techniques are used or how they benefit their child.

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 spent the majority of time observing staff and children in all rooms and the outside area.
- The inspector included an interview with the management team to discuss practice, including safeguarding and risk assessments.
- The inspector sampled documentation including records of staff suitability, accident records and risk assessments, safeguarding policy, children's developmental records and planning documents.
- The inspector spoke with several parents and took their views into account.

Inspector

Rachel Edwards

Full Report

Information about the setting

Monkey Puzzle Day Nursery has been registered since 2011. It is operated by a private organisation and is part of a franchise of nurseries. The nursery is registered on the Early Years Register. The nursery cares for children from the age of three months to five years. There are currently 117 children on roll. The nursery operates from purpose built premises in Basingstoke, Hampshire. There are two enclosed areas for outdoor play. There is car parking available for parents. The nursery is open for 51 weeks of the year, Monday to Friday from 7.30am to 6.30pm. Children can attend for a variety of sessions including morning, afternoon or all day. Funding for the provision of free early education is available for two-, three- and four-year-olds. Children attend from the local and surrounding area. The nursery supports children who speak English as an additional language and those with special educational needs and/or disabilities. The nursery employs 24 staff including a manager and deputy manager. The manager and deputy both hold early years foundation degrees. The deputy manager is working towards a degree. Nine members of staff currently hold recognised childcare qualifications at level 3, and eight at level 2. Several staff are working towards gaining or furthering their qualifications. The nursery has its own cook, kitchen assistant and bank staff to cover staff absences.

What the setting needs to do to improve further

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

- review staff deployment in the pre-school to further enhance staff support of child-initiated play, so as to maximise children's engagement and learning from their chosen activity

- review how the behaviour management policy is shared with parents so they understand why and when different behaviour management techniques are used and how these benefit the children.

Inspection judgements

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

Children of all ages are making good progress with a strong emphasis on their personal, social and emotional skills, communication and language, and physical development. The management team and staff have a good understanding of how to support children's learning through a play-based curriculum. Children play with a wide range of high quality resources and staff plan stimulating experiences that cover all areas of their development.

In the toddler room children are given time to explore, using all their senses. They delight in dripping paint from a pasta tube and enthusiastically shake percussion instruments, babbling and moving along with the sounds they make. Children rapidly become more mobile as they explore their surroundings. There is plenty of low furniture for support as they move around and an inviting play-gym encourages them to negotiate safely, stairs, a tunnel and slope. Staff are warm and attentive and provide reassuring encouragement so that children gradually become more confident and independent.

Staff use children's interests to plan activities. Older children are excited to make a pirate's treasure map. They study a picture in a favourite storybook and decide where to bury their own treasure. A member of staff shows them how to crumple and stain their picture with a teabag so it looks old. The activity captures their imagination, they talk excitedly about their picture 'I'm drawing a lady captain', and 'this is the very last fish'. Children's communication and language is supported particularly well in all rooms. Staff hold interesting conversations with children, introducing new words and giving children time to think and respond. The nursery provides very good support for children whose home language is not English. They are increasingly using Makaton signing in the nursery and visual timetables give children an understanding of what will happen next. In the pre-school room, children learning English have a separate small group time to concentrate on developing language skills. This helps them rapidly acquire spoken English and narrow any gaps in their learning. Children develop early writing skills as they draw or paint and play with water outside. Some begin to give meaning to their marks, for example as they attempt to write their name on pieces of art. Older children are beginning to recognise some familiar words, such as their own or a friend's name, as they find where to hang their coat or where to sit at lunchtime. They develop the skills they need to help them in their future learning.

Staff generally interact well with children to engage and motivate them. However, at times in the pre-school, staff are overly concerned with adult-led activities so they are not always alert to supporting children's own free play. They sometimes miss opportunities to help children develop their ideas and become deeply involved in what they are doing. This occasionally means some children lose concentration and purpose in their play. Learning outside is valued and all children spend some time in the outdoor play spaces each day. Children can be noisy and physically active outside, as they run, climb and negotiate space with tricycles and ride on toys. They dig, and make marks with paint, water, chalk and sand, which helps develop pre-writing skills well. The second garden area is currently being redeveloped and when completed will provide many more exciting opportunities for the children, such as growing and harvesting vegetables.

Children's development is carefully monitored throughout the nursery. Staff meet with parents at the outset to ascertain children's starting points and interests. Staff regularly observe children and parents share information from home to show how children are progressing in comparison with expected development. Staff encourage parents to be involved in their children's learning, for example, staff provide a Monkey Puzzle nursery rhyme book so parents can sing with the children at home. Staff are quickly alerted to any developmental concerns, or gaps in the educational programme. Staff use the information to plan activities that challenge children and help them progress well.

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

The nursery places a very high priority on helping children form secure emotional bonds with their key member of staff. They spend time with the parents and get to know the children really well. Whenever possible, children's personal care is attended to by their key person. Babies soon become confident to start exploring away from their familiar adult. Key persons plan for their children's individual needs and spend time during the day supporting them in specific activities. Highly effective settling-in procedures, both for children new to the nursery and those moving rooms within the nursery, ensure children settle quickly. Staff throughout the nursery work closely together to ensure they meet children's individual needs and encourage their independence. Two-year-olds get themselves up after a nap and have a go at putting their shoes on themselves. Staff prepare children well for their next stage of learning.

Most children behave very well and staff give timely and sensitive support to those who find it difficult. Staff are sensitive to children's different levels of understanding and they reinforce acceptable behaviour with praise and encouragement. Behaviour management methods are adapted sensitively to each child's individual needs and to help them learn right from wrong. Children learn very quickly to take turns and cooperate with each other. They learn to resolve amicably minor conflicts and use sand timers to share popular toys. Overall the nursery has effective relationships with parents. However, on occasions parents have not been fully informed about why particular behaviour management techniques are used to benefit their child. Children learn to value each other's differences within the nursery and in society, through a range of activities, celebrations and resources. They celebrated Diwali by making lanterns and inviting parents to join in with singing and dancing activities.

Daily routines promote children's growing independence. They understand about hygiene practices at an early age, using tissues and washing their hands before meals and after toileting. Staff work closely with parents when children are ready for toilet training and there are child sized toilets and hand basins easily accessible to children in the rooms. The nursery cook prepares nutritious balanced meals and snacks, which children tuck into enthusiastically. They include children's favourites but also introduce new dishes to widen their tastes. Special dietary needs are always accommodated and children's place mats have photographs of the child with dietary needs clearly printed to avoid confusion. Children are offered, or help themselves, to drinking water throughout the day. Children learn about healthy eating through discussions and cooking activities and they enjoy vigorous physical exercise every day and begin to understand why this is important. Young children feel secure in the care of familiar adults and the older children begin to learn about keeping themselves safe. Staff remind them about the dangers of running indoors and they learn the safe limits of their own capabilities as they experience the thrill of sliding down a pole.

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

The management team have a good understanding of their responsibilities to safeguard children and look after their welfare. Staff receive training annually on effective safeguarding and child protection issues. The nursery has clear procedures to follow if they have concerns for a child's well-being. There is a thorough staff induction programme, which provides detailed information on safeguarding and whistle blowing policies. Staff have the number for the franchise head office and for the local safeguarding team in case they feel unable to take concerns to the management team.

The nursery has a central record of all staff, volunteers and people who work there. The nursery follows vigorous recruiting and vetting processes to help ensure all adults working in the nursery are safe to work with the children. Staff are kept up to date with nursery procedures through regular team meetings and the management display the policy of the week in the staff room. Staff record all accidents that children receive and share this information with parents. The manager monitors accidents in the nursery and uses this information to inform future risk assessments, in order to reduce possible risks to children and promote their safety further.

The nursery uses risk assessments effectively to identify hazards and take steps to minimise or remove them. Staff, children and parents all contribute to these to help keep children safe and raise their awareness of safety issues. For example, staff show children photographs of where they are going on outings so they can talk about possible dangers. In addition staff are well deployed and meet the required adult to child ratios. They supervise children closely and the rooms are well laid out, which means staff do not have to leave them. This further promotes children's safety.

The nursery manager oversees the educational programme and successfully supports staff to promote children's learning and development. She reviews planning, observes staff, holds regular staff meetings, supervision sessions and training. The nursery value and support the professional development of their staff, many of whom are gaining further qualifications. They attend regular training. Some staff have recently attended training on outdoor play and they are eager to share and implement their new ideas. The nursery works with the local authority inclusion coordinator to seek advice on caring for children whose home language is not English. Parents comment positively about the nursery. They feel well informed about how the nursery operates and their children's progress. Close partnership working with other professionals, such as the inclusion officer and speech and language therapists are successful in supporting children, particularly those who have additional needs.

The management team are highly reflective; they constantly review and adapt what they provide. They welcome advice and support from a variety of sources. They meet with the local authority early years team and the Early Years Professional advisor from the Franchise company. They build on their strengths and accurately identify areas for development so that they are very well placed to maintain continuous improvement. The nursery has successfully addressed the recommendations raised at the last inspection; staff use mealtimes to develop children's language and conversational skills and key persons now have ready access to children's records so they are well informed of their

needs.

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	EY431582
Local authority	Hampshire
Inspection number	907789
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	117
Name of provider	Little Moi Ltd
Date of previous inspection	18/01/2012
Telephone number	01256242735

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

