

# Monkey Puzzle Wigston

306-308 Leicester Road, WIGSTON, Leicestershire, LE18 1JX

<b>Inspection date</b>	12/08/2013
Previous inspection date	04/07/2012

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

- Throughout the nursery children are happy and well settled. They are highly confident as they engage in conversations, welcome visitors and move around the different areas of the nursery with confidence.
- Partnerships with parents is highly valued by all staff. Positive relationships between adults help children to feel safe and secure.
- Children's learning is effectively promoted because staff plan activities based on children's interests and developmental needs. Clear monitoring of the educational programme ensures all children make good progress in all areas of learning.
- Staff successfully support children with identified special educational needs and/or disabilities. They ensure that appropriate interventions are secured and children receive the support they need.

### It is not yet outstanding because

- Staff do not always ensure that children's understanding of behaviour develops as well as possible. Subsequently, some children ignore instructions and explanations.

## 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 activities indoors and outdoors.
- The inspector spoke to the manager and owner at appropriate times throughout the inspection.
- The inspector took account of the views of parents, staff and children spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

## Inspector

Sharon Alleary

## Full Report

### Information about the setting

Monkey Puzzle Wigston was registered in 2012. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose two-storey building in the Wigston area of Leicestershire, is one of a chain of nurseries owned by franchises. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, six hold appropriate early years qualifications at level 6, and three at level 3. One member of staff has an Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm all year round. Children attend for a variety of sessions. There are currently 43 children attending. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- develop further all children's understanding of behaviour by encouraging them to respond more readily to reasonable and consistent boundaries.

### Inspection judgements

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

The manager and staff recognise that children learn through play and provide a varied range of stimulating activities in a very welcoming environment. They have a good understanding of the learning and development requirements and how to engage and capture children's attention. Key people know the children well and make sure that their individual learning needs are well supported and the quality of teaching is good. Detailed information from parents is gathered when children start attending, which provides staff with a starting point for children's learning. Observations of children at play and in focused activities are used to provide planned experiences which reflect their interests, while ensuring that they make good progress in all areas of learning taking into account their starting points and capabilities. Staff complete the 'progress check at age two' and these are shared and agreed with parents.

Children's communication, language and literacy are effectively supported across the

nursery. They enjoy access to a broad range of books and other reading materials both indoors in the dedicated library and outside. Children share stories with staff and point to pictures and words to help to tell the story and they join in with sentences when stories are particular favourites. Children enjoy singing and moving to music. They grow in confidence as they join in enthusiastically with action songs and rhymes. The music and movement session provides opportunities for them to experiment with different ways of moving their bodies. Children are aware of the effect of activity of their bodies as they say, 'I'm tired now'. All children are content to play alone or alongside others. Babies for example, explore bubbles, reaching out and watching as the key person supports their engagement by introducing and reinforcing new words such as 'Pop'.

Children are confident and capable in their use of number names and counting. For example, a child looks at a pretend spider and confidently points to and counts the eight legs. Shape, space and measures is explored as children build and construct. They are taught by staff to identify three dimensional shapes such as cubes. Children spend time at the end of the session as a whole group to reflect on their day. Staff recognise the benefit of using this small group time in order to continue to promote individual children's confidence and listen to the child's voice for future planning ideas. Children's awareness and understanding of the wider world is very well promoted. They have access to a good variety of dressing-up clothes, small world figures and books which promote positive images of race, gender and disability. Furthermore, they celebrate a range of festivals, such as, Ramadan, Eid and the Thai Water Festival. A good range of technology equipment is easily available to all children. For instance, children confidently ask the inspector to, 'Smile' as they use the camera. Older children skilfully navigate programmes on the computer.

Staff teach children to think about stories and they learn techniques for understanding meaning and context. For example, children make character models for the popular children's story of the three little pigs. They are able to use imagination to reinforce active learning and further develop their language skills in the creatively designed role-play area that reflects the three different pig houses in the story. This innovative inspiration follows on from a child's interest in construction and building. Children have regular opportunities for outside play. The enclosed outdoor play space has a range of appropriate climbing and balancing equipment, ball games and wheeled vehicles, enabling children to develop their physical skills well. For example, children initiate a game of football and they expertly throw and kick the ball. Staff in the baby room share their excitement and pride as babies take their first tentative steps. Their enthusiasm is infectious as the staff and all the babies raise their arms and shout, 'Yeah'. This promotes children's confidence. Through self-chosen play and adult guided activities, children are gaining a good range of skills to ensure their readiness for school when the time comes.

Children with English as an additional language are supported well. For instance, resources, such as labelling in children's home languages and dual language books, promote children's communication and literacy development. Furthermore, parents are invited to borrow books in English from the nursery, to share at home. Children with special educational needs and/or disabilities make steady progress through good sharing of information and partnership working. Staff work closely with parents, health care professionals and other outside agencies to help children learn and develop to their full

potential. For example, other professionals visit the nursery to discuss progress and set individual targets. Partnership with parents is a strength for this nursery. Parents receive quality daily feedback from their child's key person and three monthly key person discussions enabling them to stay informed and be involved in their children's learning and achievements. Parents have access to a range of information about activities and learning objectives through daily diary entries and staff share their expertise so that parents know how to support their children's learning at home. 'WOW Vouchers' and the 'Child Knowledge' board are used to share learning and development from home.

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

Each child is assigned a key person when they start attending, enabling positive relationships to be built between children, key persons and parents. Relevant information is gathered by the key person to help ensure children's individual needs are known and that their interests and learning needs are effectively met through individual planning. The effective key person system across the nursery ensures that children form secure emotional attachments. Children show a strong sense of belonging and settle well. Children who are unsettled by the inspectors visit are supported by familiar staff in a sensitive manner. Settling-in sessions are negotiated and planned with parents and reflect the individual needs of the children. The atmosphere in the nursery is caring and homely, which creates a positive learning environment for all. Good behaviour is promoted with praise, encouragement and the use of discussion about the nursery's 'Golden Rules'. However, at times, requests by staff go unnoticed by some children. This limits their understanding of rules and boundaries, although, this does not impact on other children's learning and development.

Careful consideration is made to the presentation of resources to ensure children make independent choices about what they wish to play with. The flexibility within the nursery means that staff are not afraid to change activities to something the children ask for or prefer. For instance, before the children play outdoors they are encouraged to take something outside to play with, if they want to. Children's understanding of healthy practice is well supported. As well as regular opportunities to enjoy outdoor play, they are provided with a good balance of meals and snacks that are freshly prepared on the premises. At lunchtime the children take a little time to consider what they are having, they identify the healthy ingredients and discuss them. For example, children name peas, sweetcorn and carrots, saying, 'They make your bones strong'. Children develop their independence by serving their drinks and helping themselves to lunch. Babies are fed by staff in a calm and relaxed atmosphere. Children show a clear knowledge of how to keep themselves healthy as they wash their hands before eating or after using the toilet. Staff introduce a rhyme to further develop good self-help skills when hand washing. Staff are on hand to help while giving children the time and space to try to do things for themselves. Children are confident enough with staff to ask for help when they need it.

Children have regular access to the outdoors for fresh air and exercise and are encouraged to be active and energetic. They complete self-care tasks for themselves and are successfully developing their independence. For example, children put on their shoes

and coats before going outdoors. Safety within the provision is good. Children cannot leave unattended and the secure entrance prevents anyone entering without the knowledge of staff. All visitors are required to sign in and out. An emergency evacuation plan is in place and fully understood by staff. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Furthermore, children take responsibility for safety by conducting their own risk assessment before playing outdoors. Transitions within the nursery are effectively managed and well established relationships with shared carers ensure consistency of care. Each school that nursery children are moving on to have been invited to visit the child at nursery and transitional documents are prepared to be forwarded to the reception teachers. For those schools that are unable to visit the nursery, 'Dotty' the transition doll visits the schools and returns with photographs for children to familiarize themselves with their new setting.

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

The manager has a sound knowledge and understanding of the learning and development requirements of the Statutory framework of the Early Years Foundation Stage and effectively monitors the educational programme. For example, she completes cohort tracking procedures to highlight children's progress and potential gaps in their learning and development. The owner and manager are fully involved in the daily practices of the provision as they work alongside staff. This enables them to effectively monitor practice. Regular supervision and annual appraisals enable staff to regularly identify strengths and targets for improvement. Established recruitment procedures mean that permanent and bank staff complete the required suitability checks. An induction process ensures that all staff understand their roles and responsibilities within the nursery.

Comprehensive policies and procedures, which promote children's health, safety and welfare, are fully in place and effectively implemented. Staff and parents have access to the policy folder and are kept up-to-date with any amendments. All accident and medication records are well maintained and daily registers of attendance show ratios of staff to children are well maintained and children are effectively supervised at all times. The manager has implemented a detailed analysis to monitor accident trends and this further supports children's welfare and safety. Any complaints or concerns that are received by the setting are investigated appropriately and recorded in line with the requirements and are available upon request. A risk assessment has been completed for the nursery overall and a separate one for each room, and for outings. Children are involved in this procedure as staff ask them to check the outdoor space before they play.

The manager drives for further improvements and achievements to maintain their already good levels of practice and works closely with the local authority who offer support. All staff are included in the self-evaluation process of the provision and parents are asked for their opinions through questionnaires. The nursery has developed an action plan, which highlights areas for further development. For instance, current plans for improvement include developing the already good planning system and further focusing the current

group analysis tracking. The nursery staff work closely with parents, carers and other professionals to meet children's individual needs. As a result, all children including those with special educational needs and/or disabilities receive targeted support and make good progress in this fully inclusive nursery. Information sharing between the nursery and parents is effective, resulting in them being well informed of their children's care, progress and development. Parents confirm they are happy with the nursery and the progress their children are making. They comment that the management and staff, 'Go out of their way to welcome all their family, not just mum and dad'. Arrangements to work with others who share care of the children are effective in supporting continuity of care and partnership working.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY438085
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	926525
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Vamika Ltd
<b>Date of previous inspection</b>	04/07/2012
<b>Telephone number</b>	0116 2570555

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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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