

# Little Monkeys

Wringford Down Hotel, Hat Lane, Forder, Cawsand, Torpoint, Cornwall, PL10 1LE

<b>Inspection date</b>	29/08/2013
Previous inspection date	01/02/2011

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

- Children are happy and content because staff provide an environment in which children feel safe and secure.
- Children are confident. They engage in conversation readily and are both eager and proud to share their 'learning journals' because staff provide a good programme for children's personal, social and emotional development.
- Staff develop good links with others to help children as they move onto school.
- Staff encourage children to think about what they are doing during their activities, which promotes children's learning further.

### It is not yet outstanding because

- Staff do not support those children who learn best when outside as well as possible because the outdoor area has few opportunities for children to develop number skills.

## 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 in the nursery and kitchen.
- The inspector had discussions with the owner, parents, staff and children.
- The inspector undertook a joint observation with the owner.
- The inspector sampled a range of documentation including children's records, risk assessments, policies and the safeguarding procedures.

## Inspector

Sara Frost

## Full Report

### Information about the setting

Little Monkeys Nursery registered in 2003. It operates from five rooms in a converted barn within the grounds of the Wringford Hotel. The nursery is situated in a rural location approximately eight miles from Torpoint, Cornwall. The nursery opens Monday to Friday all year round, except for Christmas, New Year and bank holidays. The nursery is open from 8.30am to 6pm.

The nursery is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. There are currently 25 children on roll of whom 13 are in the early years age group. The nursery receives funding for children aged two, three and four years. The nursery owner employs a total of five staff who work directly with the children. Of these, four hold relevant early years qualifications. The owner has an appropriate early years teaching degree and is holds Early Years Professional Status.

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

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

- extend the programme for children's mathematical development when playing outside, in order to support children who learn better outdoors as well as possible, such as by providing opportunities to recognise numbers.

## Inspection judgements

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

The staff have a good knowledge of the areas of learning. They regularly observe children and use these observations to plan activities that enable children to make good progress in their learning and development. Staff provide resources children particularly like. They plan for the children's next steps in learning because they obtain information from parents about their children's development from the start. Staff set clear, specific targets to enable children to make good progress. Staff plan an interesting range of enjoyable activities both inside and outdoors, which fully engage children. For example, while outdoors children spend long periods creating and designing with cardboard boxes and yoghurt pots. Staff encourage children to think through processes when they ask questions such as 'Why do you think the pot is falling off? How do you think you can stop it doing that?' By asking these questions, staff encourage children to try and solve simple problems. Such activities also promote children's conversation and language skills. Staff further encourage children's learning as they compare sizes and shapes identifying 'bigger' and 'smaller'; 'square' and 'rectangle'. Although staff encourage children to count as they play, the

outdoor area lacks opportunities for children to see numbers in any format. This does not help those children who prefer to learn outdoors to progress quickly with number recognition in readiness for their move to school.

Older children are eager to share their 'learning journals', which show their experiences and progress. They look at the photographs, discussing these confidently with their friends at nursery. Younger children are eager to talk about how caterpillars change to butterflies, after a story they have enjoyed about this. All show they develop their communication and language skills well. When in a group at 'circle time,' children discuss whether the story book has a hard or soft back. Older children identify where the 'spine' of this book is and talk what 'author' means, showing the way in which staff widen children's vocabularies and their understanding of books. All this helps prepare children well for the next stage in their early education.

Children enjoy a range of physical activities both indoors and outside to promote their physical skills. They climb through tunnels, play with tyres or develop their hand control by using smaller items to pour water and scoop up sand. Children occasionally use the indoor swimming pool facilities.

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

The nursery owner makes sure that staff provide a clean environment for the children's use. There is new carpet in the 'baby' room, for example. The rooms are made welcoming with various displays around the walls. Children show they are happy and confident in the nursery. Overall, they leave their parents with ease. Those children who have a change in routine, settle quickly with cuddles and support from staff. The key person systems works well. Staff are familiar with children's routines through the sharing and updating of any changes as these occur.

Good practices are in place, to help children move through the nursery and onto their next stage of learning. Older children and staff are regular visitors to the local school which means it is not only familiar to those children who will move there but they also recognise a familiar face or two.

The nursery is well organised to allow children to freely move between the various areas throughout the day. Resources are easily accessible too. This organisation helps children become independent in their learning. Resources and children's displays are well labelled. This helps children identify items and recognise that print carries meaning.

Staff encourage and help children to learn to take turns and share. Children behave well and are polite as staff set good examples for children to follow. Older children help younger ones, showing them how to use their hands to make 'twinkling stars' as they sing songs together.

Parents have the option of providing a packed lunch for their child or choosing to have a cooked meal, prepared on site. Meals provided by the nursery are balanced and nutritious.

Staff plan menus according to children's needs. They pay particular attention to new children's favourite food and where possible including this into the menu to help the child settle. Children sit together with staff to eat at lunch-time, many taking up the option of having more of the minted lamb casserole offered that day. Older children help themselves to water throughout the day from the 'teddy bear' water dispenser. Children discuss with staff how good water is for them. Staff regularly offer drinks to younger children to ensure they do not get too thirsty.

Children learn about keeping themselves safe when out in their community, through topics and visitors to the nursery, such as the coastguard. They talk about how they walk to the swimming pool, walking down the slope. Regular fire evacuations help children understand how to keep themselves safe in emergency situations.

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

The owner and staff demonstrate a good understanding of how to implement both the safeguarding and welfare requirements, and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Children play in a nursery environment which is suitable, clean and safe. The owner has procedures and practices in place to ensure the nursery, both indoors and outside, continues to remain a suitable and safe environment for children to play in. The owner uses outside contractors to make sure pests are controlled, given the rural location of the nursery. Recently, the reception area walls were re-painted, freshening the environment. Children's safety is paramount; parents speak highly of the nursery's procedure to ensure children are not released to unknown persons without prior permission from the child's parents. Staff have a good understanding of safeguarding issues and know the procedures to follow should they have a concern about a child in their care. The management shares a range of policies and procedures to parents. Staff conduct written risk assessments and daily checks are completed to ensure all areas within the nursery children use remain safe.

The owner has clear procedures in place to ensure staff employed are suitable to work with children. Regular supervision, monitoring and appraisals identify areas of development and training needs for all staff in order to improve the provision for children.

Staff work closely with parents. Parents state how friendly and supportive the nursery staff are. Parents state they receive information about their child and their day at the nursery in various ways. For example, staff speak to parents daily, they share children's learning journals regularly and issue newsletters. Parents state they receive questionnaires seeking their views about the nursery.

The owner continues to seek ways to improve the nursery. Staff meetings happen on a regular basis. At these, staff discuss current issues within the nursery, the planning of activities and children's progress. This process includes ensuring the environment remains inviting to the children in order to constantly stimulate children's play. The owner is very enthusiastic about the new nursery building currently under construction. This project

demonstrates a strong drive toward continuous improvement..

### **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
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>	EY266229
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	928473
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Susan Molloy
<b>Date of previous inspection</b>	01/02/2011
<b>Telephone number</b>	01752 823859

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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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