

Monkey Puzzle - Warwick

Blackfriars House, West Street, WARWICK, CV34 6AN

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| Inspection date | 11/12/2013 |
| Previous inspection date | 23/04/2013 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | 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 | | 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 requires improvement

- The quality of teaching supports all children to make good progress in their learning.
- Key persons competently support children to form strong relationships that help them to feel at ease in the nursery. Therefore, they are well behaved as they play with peers.
- The welcoming environment and the good quality resources ensure children enjoy their time in the nursery.
- The management team and staff have a clear understanding of their responsibilities to protect children in the nursery.

It is not yet good because

- Staff are not always appropriately deployed to maintain effective supervision of children during outside play.
- The partnership with parents does not always ensure that information is shared effectively to address children's needs.
- Monitoring of care practices is not sufficiently rigorous to ensure all aspects of care are always followed through as requested by parents.
- Staff do not always use mealtimes to help children to learn about the benefits of healthy eating and develop their understanding of healthy lifestyles.

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 held discussions with the manager.
- The inspector spoke with staff and children.
- The inspector spoke with parents on the day and reviewed questionnaires completed by parents.
- The inspector carried out observations in all care rooms and during outside play.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector reviewed documentation, including children's records.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Adelaide Griffith

Full report

Information about the setting

Monkey Puzzle Warwick registered in 2011. The nursery is managed by a limited company and is part of the franchise of the Monkey Puzzle Group. It operates from a listed three-storey renovated commercial building in Warwick. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6.30pm, for 51 weeks of the year, closing only for one week at Christmas and on bank holidays. Children attend for a variety of sessions. Children are cared for on the ground, first and second floors and have access to an enclosed outdoor play area.

There are currently 76 children in the early years age group. The nursery receives funding for the provision of free early education for three- and four-year-old children.

There are currently 12 staff working directly with the children. Of these, 11 have an appropriate qualifications at level 2 and above. The nursery receives support from the local authority. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- improve the deployment of staff to ensure children are always effectively supervised; this is with particular reference to outside play
- improve the partnership with parents to ensure information is shared effectively and parents' guidance is followed as requested, at all times.

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

- review the monitoring arrangements to ensure all care practices are effectively implemented as agreed with parents
- use meal times to help children develop an understanding of the reasons for eating a healthy diet.

Inspection judgements

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

Staff deliver a wide range of stimulating activities that promote children's learning well. Staff are enthusiastic and engage children fully during group activities and at an individual level. For example, they ensure children in the baby room receive undivided attention to support prime areas of learning effectively. Babies receive lots of praise, for instance, for spreading paint with chunky brushes. Staff repeat words as they name animals and join in with children's play of simulating sounds. This supports children to develop their vocabulary and to reinforce their language skills. Learning is extended in a meaningful way because staff make books of animals to help children develop an understanding of what they see and hear. Throughout the nursery children's language skills are developing well due to singing, stories and the constant interaction with the staff. Toddlers receive good guidance to join in with actions when singing and during outside play staff continue to engage these children effectively. For instance, they build on what children know to reinforce awareness of wearing seat belts as they play in bubble cars. The good team work in the pre-school room means that all staff join in with large group activities to help children learn. Children enjoy rhyming words and staff encourage children to predict what might happen next. They listen as children respond, modelling the importance of active listening which children copy while stories are read. Staff skilfully integrate all areas of learning into routine activities, such as, preparation for dinner. Staff make reference to the time and children know they must stand in straight lines. Staff introduce problem solving by asking questions about the difference between two children being present or absent. Therefore, children's critical thinking is promoted consistently.

Staff plan for children's learning by using the information provided by parents in the 'all about me' forms. Observations of children's play and their choice of resources contribute to the activities planned for the next step in their learning. Regular progress reports, including the progress check at age two, are shared at parents' evening. This arrangement allows parents time to note their child's achievements and to discuss how staff and parents can support their learning. Staff use several methods to prepare children for their future learning at school. They focus on developing writing skills, and at this stage, some children are writing recognisable letters of their names. Children take responsibility for some aspects of self-care during routine activities and they encourage children to develop good listening skills.

All care rooms are colourful with imaginative displays that showcase children's work. Large boards in each room reflect children's creative skills in painting and making marks. The print-rich environment raises children's recognition of words and pre-school children spontaneously choose books during quiet activities for their play. Staff provide ample opportunities for children to develop the characteristics of effectively learning. They ensure resources are within reach to help children develop their exploratory skills, for example, the sensory development of babies is promoted well. Children engage in active learning, for instance, toddlers use counting frames spontaneously and play with what they know. The good quality teaching across the nursery helps children to make good

progress towards the early learning goals.

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

The key persons arrangements work well to help children form strong relationships that contribute to their happiness in the nursery. The individual routines are written on boards in the baby room to provide guidance and support for children's care. Staff use information recorded in the 'all about me' document to learn about children's preferences and follow these during the settling-in phase. This makes the move from home to the nursery relatively stress free for all children. As children move to new rooms there is a gradual changeover that provides opportunities to meet new staff and children. Therefore, they are competently supported to settle. The transition from nursery to school is planned effectively to ensure children are emotionally ready for the move. The manager has made books of the schools children are likely to attend and staff use these during activities to raise children's awareness. This means that they have an understanding of what to expect when they leave the nursery. As staff interact warmly they raise children's self-esteem through frequent praise. Consequently, children are responsive to guidance, for instance, to share resources and they are well behaved. Pre-school children are disciplined during their play with peers as they sit in groups discussing what they do. Owing to the caring attitude of the staff children are confident to ask for help, such as, when they need resources that are not within reach.

Throughout the nursery children have free access to toys of their choice, resulting in the promotion of good independence skills. Children's self-helps skills are developing well as they are encouraged to take responsibility for their self-care through all routine activities. For example, in preparation for outside play they put on their own shoes and children serve themselves at mealtimes. Freshly-cooked meals are provided daily and staff take account of children's dietary needs. However, staff do not always help children to learn about the benefits of healthy eating. Therefore, they do not gain a full picture of all aspects of a healthy lifestyle. Individual bottles of water are stored within reach and children often drink from these. Opportunities for daily outside play are provided for all children, weather permitting. Alternatives to outside play are available through the provision of a room dedicated to soft play. This means that all children participate in physical activities that promote their large muscle skills as they learn about the effects of exercise on their bodies. Quiet sessions are included in the daily routines, ensuring children can sleep according to their established patterns. For those children who do not wish to sleep, restful play ensures they are fully engaged on such occasions. Children are competently protected against infection due to the procedures for nappy changing and the cleaning of tables before and after meals.

Staff ensure they follow procedures for walking children age two years down the stairs when they are ready for outside play. They take children in pairs at all times and remind them to hold on to the spindles of the stairs as they walk. This means that children learn to keep themselves safe during these procedures. However, the deployment of staff during outside play with this age group does not allow for effective supervision. The play space is vast and although staff join in with activities they cannot successfully supervise all

children. Consequently, when children play on their own at the far end of the garden, close supervision is not always possible. As a result, children's well-being is not always appropriately addressed because, for example, staff are not always aware if a child needs adult help with their personal care needs. The play area is well resourced with a range of equipment. For instance, evenly spaced tyres provide challenge as children take sensible risks to jump on these with the support of staff. The welcoming environment inside and outdoors, and the wide range of good quality resources in the nursery support children's enjoyable play well.

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

Safeguarding arrangements in the nursery are satisfactory. The inspection was brought forward due to several concerns about the running of the nursery. It was found that the management have taken steps to raise the temperature in all care rooms and this ensures the premises are safe for children. Records are available for the smooth running of the nursery, for instance, risk assessments are available for the outside play space. Information clearly explains activities delivered in the forest school and the rules relating to its use. These state that children must always sit and never stand on the logs. The staff to child ratios are maintained according to requirements but staff are not always deployed appropriately to ensure children are effectively supervised. This is a breach of a requirement of the Early Years Foundation Stage. The management and staff have a clear understanding of the procedures to be followed to protect children in their care. The manager has completed appropriate safeguarding training and is clearly informed about her responsibility to support staff, parents and children. Safer recruitment procedures ensure staff are suitable to work with children and an induction programme prepares them for their roles. Ongoing suitability is discussed at annual appraisals and covers safeguarding matters appropriately.

The current manager has been in post for a relatively short period. The manager has made many changes and is concentrating on improving the provision in the nursery. Monitoring of the educational programme, assessments and the quality of teaching ensure children make good progress in their development. However, the monitoring of care practices is not sufficiently rigorous to ensure key persons always follow guidance from parents. For example, occasionally information from parents about children's changing care needs is not passed onto the relevant staff caring for the child that day. Consequently, children's needs are, at times, not fully met. The impact of staff qualifications on the quality of learning experiences for children is good as staff have a clear understanding of how to support children's learning effectively. The training of some staff in safeguarding and the regular discussions ensure all staff have a clear understanding of protecting children. Regular supervision sessions support staff to review their practice at an individual level and to clarify where they need help. The self-evaluation of the nursery is ongoing and staff are encouraged to contribute their ideas. For example, they discuss practice and provision in their rooms and identify how these can be improved. Children's comments are included in parents' questionnaires to express their views of the nursery.

Partnership working with parents is generally good as they are provided with relevant information about the nursery. The 'all about me' forms ensure staff have an awareness of the background of the children and their families. In response to suggestions from parents the nursery offers workshops, for example, for grandparents. However, some parents do not receive sufficiently clear information about how their child's needs are met on a daily basis as information in children's daily diaries is sometimes misleading. The management team work closely with external agencies to ensure children get the support they need to make progress in their learning and development. Although children do not currently attend other settings the manager is aware of the importance of sharing information to support children's individual development.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | EY414078 |
| Local authority | Warwickshire |
| Inspection number | 944391 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 72 |
| Number of children on roll | 76 |
| Name of provider | MPM Childcare Limited |
| Date of previous inspection | 23/04/2013 |
| Telephone number | 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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