

St. Matthew's Little Monkeys Limited

St. Matthews Nursery Ltd, 45 New Street, WALSALL, West Midlands, WS1 3DF

Inspection date	08/01/2014
Previous inspection date	16/08/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Practitioners have a good understanding of how children learn. They make the most of opportunities to promote children's learning through play. Consequently, children make good progress in their learning and development.
- Children enjoy their time at this safe and welcoming nursery. They are secure, happy and confident to express themselves. Children develop positive relationships with practitioners and their key person. This supports their well-being and helps them feel secure.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements. Potential risks to children are minimised through effective safeguarding and risk assessment procedures.

It is not yet outstanding because

- Opportunities for babies and younger children to spend more time in the outdoor play space, and for older children to access free flow to the outdoor play space to further enhance their physical skills and well-being, are not yet fully extended.
- The arrangements to support children who speak English as an additional language are less well emphasised, to fully support them in seeing and using their home language in the group.

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 all areas of the nursery.
- The inspector observed children having their lunchtime meal and children playing in the outside play area.
- The inspector looked at documentation including evidence of suitability checks for practitioners, risk assessments, children's assessment records, and parent questionnaires.
- The inspector spoke to the provider/manager, practitioners and children throughout the inspection.
- The inspector carried out a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager.

Inspector

Jacqueline Nation

Full report

Information about the setting

St Matthew's Little Monkeys Limited is privately owned and was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a single storey converted community building in Walsall, West Midlands. It serves the local area and surrounding areas, and is accessible to all children. There is an enclosed garden available for outdoor play.

The nursery employs seven childcare practitioners. Six of whom hold qualifications at level 3, and one holds a level 2 qualification. Sessions times are flexible from 7am until 7pm, Monday to Friday, all year round. Children attend for a variety of sessions. There are currently 41 children on roll, all of whom are within the early years age group. The nursery provides funded early educations for two-, three- and four-year-old children. The nursery supports 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:

- build on the provision of free-flow play for pre-school children, and provide more opportunities for babies and younger children to spend time outdoors to enhance their play and learning, physical development and well-being
- enhance the current practice in relation to supporting children who speak English as an additional language by: celebrating the home languages of those children whose home language is different, and increase opportunities for them to view and use that language in the group.

Inspection judgements

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

Practitioners have a secure knowledge of how to promote children's individual learning needs through a range of well-planned and interesting activities. Children are given time to explore, play at their own pace and make their own discoveries. As a result, children enjoy their time at the nursery and make good progress in their learning and development. Practitioners are enthusiastic and committed in their role. They create a welcoming play and learning environment and plan activities based on their observations and their knowledge of children's changing interests. For example, older children's discussions about a favourite television programme prompted practitioners to develop the role play area as a 'pet shop and vets surgery'. Planning and assessment works well and

children's progress is carefully monitored. This means that any gaps in children's learning are identified and planned for. Children's starting points in their learning are discussed during the admission phase and parents are fully included in the progress their child makes. Children's progress and development records are regularly shared with parents and they are encouraged to share their observations from home.

Practitioners have a secure knowledge and understanding of how children learn and every opportunity is taken to support children as they move forward in their learning. Interaction with children is good and practitioner's role model play effectively, by showing and talking to children as they explore and investigate resources. Practitioners listen carefully to what children say and they ask children open-ended questions to promote their thinking and learning skills. Practitioners make sure all children are included in activities, inviting younger and quieter children to respond to questions. As they play children are asked 'who can remember this?' and 'what colours can we see?' They reinforce words during a picture matching game, repeating words clearly for younger children to foster their communication and language skills. During activities practitioners also test out children's understanding as they talk to them about comparing size and matching colours. For example, asking 'is it the same' and 'can I have three more'. All children are praised in their achievements boosting their confidence and self-esteem. They also recognise their own achievements and proudly announce 'I did it'.

Children's literacy skills are fostered effectively. All children develop a love of books, they listen intently to stories and the use of various props in the story sacks further enhances children's enjoyment and engagement. For example, a soft toy caterpillar, fruit and leaves makes this popular story more meaningful for children. Older children are well prepared for school through activities to promote their understanding of letters and sounds. They like to practise writing their name and resources are easily accessible. Younger children love to make marks using a range of media, such as, paint, foam, gloop and chinks. Babies and younger children's communication and language skills are developing well. They are supported by good interactions with practitioners who respond well to their emerging vocabulary. They repeat words they say, and make sure they have good eye contact as they respond to their babbling sounds. This has a positive impact on the progress children make.

All children take part in a wide variety of creative activities using a range of resources. Younger children are involved in making their own play dough, and they like to play in the home corner, pretending to cook apples and care for their 'babies' by feeding and rocking them. Children use their senses and examine natural resources objects and a range of materials in their treasure baskets. They become absorbed in activities they enjoy, such as making models with bricks, and playing with the train track. Children's understanding of the world is supported as they learn about a wider society. They enjoy visiting local amenities, such as, the art gallery and library and learning about a number of different festivals throughout the year, such as Diwali. Children understanding of information and communication technology is fostered from any early age as they investigate electronic resources and find out how they work. They also like to develop their skills using the computer, and become adept at manoeuvring the mouse. Overall, children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

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

Children are happy and emotionally secure in this bright and welcoming environment. They make choices about their play and are motivated and engaged in their play and learning. Children and their parents receive a warm and friendly welcome from practitioners on arrival at the nursery. Flexible settling-in procedures ensure children easily separate from their parents, as they gradually increase the amount of time they spend at the setting. It is evident from discussions with practitioners that they know the children well, understand their unique characteristics and care about their safety and welfare. Careful consideration is given to the sensitive and careful transition from home to nursery. Practitioners spend time with parents from the outset to obtain information about children's likes, dislikes and daily routines, recording the information using an 'All about me' form. This means that each child's key person effectively supports their individual needs and helps children to form strong bonds, feel secure and develop confidence. Practitioners are warm and caring and listen to what children say and do. This helps to promote children's confidence and sense of belonging. Children are happy and relaxed within the nursery's warm and caring atmosphere. They know the routines well and help with small tasks, such as tidying up resources. Good priority is given to promoting children's safety. It is evident from children's behaviour that they feel safe and secure in the nursery. They approach practitioners with ease, receive re-assuring cuddles and all children are confident in making their needs known.

Children learn to keep themselves safe and practitioners talk to them about safe play and consideration of others as they explore their surrounding particularly while playing outdoors. Behaviour is good, and children receive good levels of support to manage their behaviour. Practitioners provide clear explanations when behaviour is not acceptable and help children to understand the rules for being together, for example, by being kind, sharing and taking turns. This fosters their personal, social and emotional development well and supports their confidence as they move on to school. The open plan nature of the nursery enables children and practitioners to get to know each other well. This also supports their smooth transition as they progress to a new room within the setting. Information about children's individual needs, learning and development and parents' preferences are updated prior to the move and shared with key person. Children are emotionally well-prepared for their next stage in learning and transition arrangements are well considered to effectively foster their well-being. This is an inclusive nursery where all children are respected and valued. Children who speak English as an additional language are generally well-supported during their time at the setting. However, there is room to build on the use of children's home language within the nursery to further embrace this aspect of their learning, for example, by using key words and including them in labelling the environment. Children with special educational needs and/or disabilities are supported well and practitioners work closely with parents and other professionals to make sure all children make the best possible progress. Practitioners make sure that all children are included in the nursery activities and they give good consideration to their individual learning and development needs.

Good attention is given to meeting children's individual dietary needs and details of any

special dietary needs or allergies are recorded following discussions with parents. Children enjoy nutritious, well-balanced meals which are cooked on the premises each day, such as sausage casserole. They help themselves to healthy snacks during the afternoon session, such as, bread sticks, raisins and fresh fruit, with a choice of milk or water to drink. Younger children are encouraged to feed themselves and older children serve themselves to food at lunchtime. Babies have a great space to explore and their movement is stimulated as practitioners encourage them to reach out for objects and toys. They can build on their skills using a small range of soft play equipment which encourages them to try and crawl up a small slope. Older children like to spend time in the garden where they can be involved in planting and growing activities, play on the slide and ride on bikes and scooters. This helps children gain an understanding of a healthy lifestyle. However, there is scope to develop opportunities for free-flow play to the outdoor play space for older children and to improve opportunities for babies and younger children to spend more time in the outdoor play space. Thereby, further enriching their play and learning experiences and enhancing their well-being. Good hygiene is promoted through well-established routines, children know they have to wash their hands after playing outside and before meals. Children show that they feel safe in the nursery, through their play and interactions.

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

The nursery is led and managed effectively which means the requirements of the Statutory framework for the Early Years Foundation Stage are met to a good standard. The manager has a good understanding of the learning and development requirements and has systems in place to monitor the educational provision. She regularly observes practitioners as they interact with children and holds individual supervision meetings with them. Additionally, the manager reviews planning documents and children's learning and development records to ensure equality of provision for all. These procedures successfully promote good quality practice and help to ensure the best outcomes for children. Regular supervision meetings and annual appraisals successfully identify future staff training needs and supports their professional development well.

The management team and practitioners are well trained in their understanding of the policies and practice to safeguard children. Practitioners spoken to during the inspection expressed confidence in their ability to record and report any concerns about a child in their care, or in the event of an allegation about a practitioner. The management team and practitioners who take on the designated safeguarding roles follow the Local Safeguarding Children Board procedures. This ensures children's safety is prioritised and demonstrates that the management have dealt with the actions raised at a recent visit conducted by Ofsted. The premises are secure and practitioner deployment is effective; practitioners are vigilant and they supervise the children well. Risk assessments are in place, and cover all aspects of the premises and outings. Daily checks are carried out by practitioners to help minimise risks to children. This ensures children's needs are met and their protection assured. All of the required documents are in place to meet the safeguarding and welfare requirements. Documentation is maintained accurately, and stored securely to ensure confidentiality. This includes records relating to children's

attendance, accident and medication records.

Recruitment, vetting and induction procedures are effective ensuring that practitioners working with the children are suitable, qualified and experienced to undertake their role. This includes a Disclosure and Barring Service check for all practitioners and there is a clear record available to confirm the appropriate checks have been carried out. The management team monitors practice and all aspects of the provision effectively and are committed to continuous improvement through the process of self-evaluation. The provider/manager aspires for high quality care and learning experiences for all children. Practitioners are committed in their roles and work well as a team. The arrangements for their ongoing professional development is good. This has a positive impact on the provision and the welfare and safety of children, for example, by enhancing practitioner's knowledge of child protection concerns and their safeguarding role and responsibility. Furthermore, training relating to babies learning and development needs has inspired all practitioners to successfully appraise the use of toys and resources in the nursery. As a result, all practitioners have enhanced the use of sensory and natural resources create dens which enhance children's exploration, and children use 'real' food and objects in their play and learning. The management team fully recognise the importance of working with other agencies and local services. There are effective links with other professionals, and local early years providers which means practitioners are assisted in fully meeting the needs of all children.

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	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	EY356225
Local authority	Walsall
Inspection number	945596
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	41
Name of provider	St Matthew's Little Monkeys Limited
Date of previous inspection	16/08/2013
Telephone number	01922 474 660

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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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