

Monmar Nursery Ltd

110 Albert Road, LONDON, SE25 4JR

Inspection date	06/03/2014
Previous inspection date	25/06/2012

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

- Staff help children feel safe and secure through a well-organised key person system which helps babies and children form secure relationships and be ready to learn.
- Children are happy, keen to learn and grow in confidence because of the high levels of support from staff and the range of interesting experiences provided for them.
- Managers support and monitor the staff team and encourage them to continue their professional development in order to improve teaching and children's experiences.
- Staff teaching is largely based on a secure knowledge and understanding of how to promote the learning and development of young children which includes using an assessment system to determine what children need to learn next.

It is not yet outstanding because

- Staff do not make the most of the new outdoor space to promote learning across all required areas due to a lack of resources to do so.
- Staff have not engaged parents in all opportunities to participate in their child's early education.

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 spoke to members of the management team, staff and children.
- The inspector observed children's play both indoors and outdoors and the staff interaction with them.
- The inspector sampled a range of documents including policies, risk assessments and some children's records of achievement.
- The inspector talked to some parents to obtain their views.
- The inspector discussed staff appointment systems.

Inspector

Karen Callaghan

Full report

Information about the setting

Monmar Nursery Ltd is a privately owned setting. It opened in 2009 and was re-registered in 2012 due to a change in company name. It operates from converted industrial premises situated in a residential road in South Norwood in the London Borough of Croydon. The nursery is set out over two storeys, with stairs to the first floor. There are three rooms for children's use and they have access to an outdoor area at the front of the premises.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 64 children on roll, all of whom are in the early years age group. The nursery receives funding for children aged two, three and four years. The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks a year. It offers full day care provision for children in the early years age range. There are 12 staff who work at the nursery, eight of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- enhance children's experiences in the new garden area to cover all educational programmes, such as by expanding the range of resources offered
- enhance the partnership with parents through explaining how they can use the new on-line assessment tool by adding their child's achievements at home

Inspection judgements

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

Children's play is lively and purposeful. Babies are happy and contented, and are well supported by caring staff in a bright, welcoming room. Older children enjoy learning through a wide range of exploratory play opportunities because staff recognise this is how children learn best. For instance, staff encourage children to help them spray foam onto a table and quickly have fun rubbing it into their hands and practising the letters in their names with their fingers. In this way, staff make learning fun and teach children useful skills for the next stage in their learning.

Staff are friendly, welcoming and know the children well. They encourage each child to follow their own interests and to choose from a wide variety of suitable resources that are labelled and easily available. They are taught to write their names as well as label their drawings. These arrangements mean children are able to follow their own interests ranging from quietly looking at books in the library corner to dressing up as a princess or

Spiderman in the role play dens. This approach helps children to become independent as learners in readiness for their eventual move to school. Staff provide children with good support, helping them find other things they need and encourage them to play co-operatively with their friends.

Staff plan a broad programme of activities to cover the learning and development requirements of the Early Years Foundation Stage. Rooms in the nursery are well organised and invitingly laid out by staff. Older children have their own labelled trays in which to keep their possessions which gives them a sense of belonging. The children do not have free access to the garden due to being accommodated on the top floor but have regular times outside throughout the day to develop their physical skills in particular. Staff take care that the children are well supervised, so they climb up and down the stairs safely.

Outside the children have opportunities to ride bikes and trikes, and to climb and jump thus increasing their physical skills and extending their co-ordination. Staff use this area to extend children's experiences but currently it does not provide resources that cover all areas of learning in order to support those children who prefer to learn actively outdoors as well as possible. Nevertheless, children enjoy their experiences here. A growing area allows them to plant seeds and as they tend these, they show great interest in observing the small animals in the earth.

Staff start collecting information about children from the start of a child's placement to record their needs and their starting places. Detailed notes made with the parents record the child's personal ways and routines. Careful records are kept on allergies and food preferences so staff can meet children's needs immediately on entry.

Each child has their own designated key worker who gets to know them well and this ensures good support throughout the child's time at the nursery. Transfer arrangements from the baby room to the upstairs rooms, and from the nursery to the local schools, are well established and help provide continuity from one stage of development to the next.

Recently, a highly effective computerised system that records each child's personal achievements across all areas of learning and plans next steps has been introduced. Managers use this system to track progress and can clearly see any gaps in learning so these are addressed. Management plan to share this system with parents in the hope that this will encourage them to play a greater role in their child's learning by recording more of their learning at home. The nursery supports children with particular learning needs well; for example, children who have difficulty in communicating with others are given extra help to speak clearly and develop their language skills.

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

Children enjoy a warm and close relationship with their key worker and this is especially seen in the babies' room where they show they feel safe and soon settle down to sleep for a couple of hours each session. Staff play with the babies at their own level maintaining

good eye contact, singing songs to them and clapping in encouragement. Staff recognise the importance of babies and toddlers learning through using their senses. They provide babies with a range of interactive, feely toys that make noises. Babies make faces in the mirrors and increase their physical skills as they climb up and down a soft staircase. Staff write detailed and thoughtful diaries for parents to read which include details of their babies' daily routines and achievements thus keeping them well informed.

Staff know the children well and this helps all children to gain in confidence, develop trusting relationships and feel secure. This means they are ready to explore their environment and the experiences provided. Staff have good relationships with parents and have time to chat to them each day and quickly sort out any problems. All children, from the youngest baby, show a sense of belonging within the nursery. Older children are outgoing and confident, and love to talk to visitors about what they are doing. They learn to share and make friends; the majority co-operate and learn to co-operate with other children. The staff team takes a consistent approach to behaviour management, so children understand what is expected of them. Behaviour is mainly good as a result and any occasional difficult behaviour is managed by staff who know their children's characters well and speak to them about what is acceptable. This teaching means that children are gaining the necessary skills, attitudes and dispositions ready for school.

Staff care for children's personal needs well including nappy changing. Bedding is washed regularly and staff teach children help to keep themselves clean by having their own flannel to wash their faces after lunch and tea. Toilets are hygienic and staff teach children self-help skills such as washing their hands after using the toilet. This minimises the spread of infection throughout the nursery. Staff teach children the importance of eating well. Children learn about healthy choices by being provided with fresh vegetables and fruit every day. The nursery has been awarded the top hygiene award and serves a variety of foods from all cultures with input from the parents.

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

Leadership of the nursery has recently changed and is now led by a well-qualified owner/manager who works with an established member of staff and a newly recruited deputy. They form a competent senior team who have made a positive start on a programme of improvement to the nursery provision. They make sure that the safeguarding and welfare requirements are implemented. Staff understand their responsibilities for promoting the learning and development of young children and their care needs.

The nursery is a safe place and children's well-being is protected through effective management, and the implementation of relevant policies and procedures. The majority of staff have attended courses on safeguarding children recently and others are due to start an on-line course to up-date their knowledge. All staff know the signs of possible signs and symptoms that may indicate that a child is at risk of harm. They know who to inform within the nursery to ensure a rapid response to protect children's welfare and protect

vulnerable children. Risk assessments minimise hazards effectively across all areas of the premises including the daily checking for litter, broken equipment and to ensure cleanliness generally. Individual parent permission is sought before children are taken out to visit places in the local community and risk assessments and procedures help keep children stay safe while their broaden their knowledge of the community.

There are now robust recruitment procedures in place. Managers monitor the ongoing suitability of staff both through appraisals and observing staff practice. These methods help them set targets for the professional development of the staff team. Various training methods are undertaken including an in-house training programme for all staff which helps ensure that best practice is shared. A current focus for teaching is on the children's acquisition of communication skills and the manager has put up a display of some useful ideas to encourage them.

Self-evaluation of the nursery has recently been up-dated and the views of parents and staff have been sought with useful targets set to plan for future improvements. The garden has been identified as one place for improvement and to strengthen the partnership with parents another.

The staff team has developed good partnerships with other services and regularly asks for advice and support from, for example, speech and language professionals and from social services. This means they obtain additional help if children need it in order to close gaps in progress. They act on the support of outside professionals to improve provision. Parents praise the nursery for its good level of care. They report that they receive regular updates on their children's progress, as well as newsletters which keep them well informed of nursery life. They are encouraged to join in with events such as fund raising and sports day.

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	EY443010
Local authority	Croydon
Inspection number	953035
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	64
Name of provider	Monmar Nursery Ltd
Date of previous inspection	25/06/2012
Telephone number	020 8662 1849

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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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