

# Monument Place Day Nursery

Monument Place Nursery, Monument Place, Churton Road, Farndon, Chester, CH3 6QP

## Inspection date

10/04/2014

Previous inspection date

12/02/2009

## 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

- Safeguarding procedures are very good. Staff know and understand their role in keeping children safe and know what to do should they have any concerns about a child.
- Teaching is good because staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children make good progress.
- Children are very happy and settled in this welcoming setting. They have good attachments to the staff, who are very caring and attentive to their needs. This enables the children to explore the environment with confidence as their emotional well-being is very well supported.
- Children enjoy a wide and interesting range of activities to support their continued learning and development. The activities are very well resourced to meet children's needs.
- Partnerships with parents are well established. This supports a smooth transition between home and the nursery, which promotes continuity in children's care and learning

### It is not yet outstanding because

- There is scope to extend the opportunities for pre-school children to further their independence and self-care skills during mealtimes.

## **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 play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector took account of the views of parents spoken to on the day.
- The inspector offered the registered person the opportunity to carry out a joint observation.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key person.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a meeting with the registered person and looked at and discussed a range of policies and procedures.

## **Inspector**

Kerry Wallace

## Full report

### Information about the setting

Monument Place Day Nursery opened in 1999 and has been in the current ownership in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from five rooms in a converted office building in Farndon, near Chester. The nursery serves the immediate locality and also the surrounding areas. Children have access to a number of enclosed outdoor play areas.

The nursery opens Monday to Friday, all year round, from 7.30am until 6pm, except for Bank Holidays. Children attend for a variety of sessions. There are currently 95 children on roll, of whom 40 are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. There are currently 11 staff working directly with the children. Of these, two hold early years qualifications at level 4, five hold level 3 and two hold level 2. The nursery receives support from the local authority.

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

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

- develop further pre-school children's independence skills during mealtimes so they are encouraged to pour their own drinks and help serve their food.

## Inspection judgements

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

Children are happy and content to be in this welcoming nursery. They benefit from an organised and stimulating learning environment, which they happily explore. Children are encouraged to independently access resources and benefit from a good balance of adult-led and child-initiated play. Resources are plentiful and well maintained. They provide children with a range of play opportunities and ensure that all seven areas of learning are addressed. Teaching is good and children are particularly well supported in their communication and language development. For example, during snack time children are encouraged to talk about their interests and listen to what others have to say. Children's interests are skilfully used by staff, who ask open-ended questions to encourage children to become active learners. This promotes the characteristics of effective learning well and ensures that children make good progress in their learning and development. Staff listen to children and respond sensitively, enriching their learning through purposeful play. Children's mathematical development is also promoted well. There are colourful displays and labels with numerals on for children to constantly refer to. As a result, children confidently use number language spontaneously during their daily routines. For example, when children count the total number of chairs around the table, they quickly realise that

they need one more chair so that all children have a chair to sit on. Again, staff are skilful in extending children's learning as they ask children to think about the total number of chairs they would need if two more children arrived. This supports children with their open-ended thinking and encourages them to solve problems and think about solutions.

Children are confident to talk to visitors and discuss their personal interests. Pre-school children are confident and are developing leadership skills within the group. For example, children lead discussions with their peers about how they are going to 'put on a show' and direct other children to help prepare the seating and stage requirements. This shows that children are becoming ready to move on to school as their self-esteem and confidence grow. Staff compile a personal file for each child, which contains detailed observations, assessments and annotated photographs of children participating in a variety of activities. Children's next steps are identified from observations and are used in future planning, which is displayed for parents' information. Staff ensure that each child has a progress check at age two completed and this is discussed with parents.

Partnerships with parents are well promoted. Staff skilfully use information provided by parents to help assess children's starting points and develop activities that children are already interested in. Parents are provided with a wealth of information on the nursery's policies and procedures. For example, there are detailed folders in the reception area that contain policies and extracts from educational publications to support parents on a wide range of health and educational issues. Parents are kept informed of their child's progress through regular communication and attendance at open evenings where they are able to view their child's individual files. Children in the baby room have a daily diary which is used to inform parents about all aspects of their care. Staff's secure understanding of children's next steps in their learning ensures that they are constantly thinking about how their teaching can move children's learning on. For example, staff have recently developed a parent support pack to promote children's early literacy and reading skills. Consequently, children make good progress in their learning and development and are gaining relevant skills to prepare them for school.

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

Children are very happy and settled in the nursery because they form strong attachments with key persons. Staff are very knowledgeable about individual children's interests and preferences, and they use this information to plan activities to meet children's needs. For example, children are interested in dinosaurs, and staff have used this information to plan craft activities to encourage children to explore their senses during tactile activities. Consequently, children are confident and their emotional well-being is supported. Staff constantly talk to children and listen to what they have to say. They teach children to manage their own safety in the nursery as they explain why it is important to walk and not run indoors. Parents spoken to during the inspection commented that they are very happy with the care and education offered, and praised staff for being approachable and very professional in their practice.

The key person system is well established and staff ensure that they pass on important information to other members of staff so that children have continuity of care even when

their key person is not present. Each room has a display that shows the group's planning and key persons. Children are polite, courteous and play harmoniously together. Staff are good role models. They explain to children about using good manners and encourage them to share toys. Consequently, children are very well behaved and display excellent manners towards each other and adults in the nursery. This fully supports children's social and emotional development. Staff take time to explain nursery's safety rules so that children understand what is expected of them. This helps to promote children's safety and well-being.

Each age group of children benefits from having their own individual outdoor play area, which they access daily. This allows children to explore their outdoor learning environments and use age-appropriate equipment. For example, toddlers enjoy using ride-on diggers to develop their physical skills. Children's well-being is promoted as they enjoy fresh air and physical exercise during outdoor play. On the whole, staff support children to develop self-care skills. For instance, children put on coats independently for outside play and to tend to their personal toileting needs. However, pre-school children are not always encouraged to pour their own drinks or serve their own food. This means that staff do not consistently provide opportunities for preschool children to further develop their independence during mealtimes. Children benefit from a good balance of healthy and nutritious food that is prepared on site. This ensures that children's health and well-being are well supported.

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

Staff have a good understanding of safeguarding and welfare requirements of the Early Years Foundation Stage. Staff request visitor identification and record this in the visitors' book. Suitability checks are carried out on all staff and there are sound recruitment procedures and an established induction programme in place. Staff are aware of any action to take in the event of an allegation being made against a staff member. They have completed safeguarding training and are confident about their role to protect children in their care. Risk assessments are carried out annually and are supported by daily visual checks to identify any areas of concern. Consequently, children's safety is promoted well.

The Early Years Foundation Stage learning and development requirements are clearly understood by management and staff. Teaching is good and ensures that children's learning and development is given high priority. Staff are well qualified and as a team they consistently plan for and review children's learning and the experiences they provide. Management and staff are keen to evaluate their provision and strive to continually improve this. For example, they have improved circle time for pre-school children so this fully supports their personal, social and emotional development. All previous recommendations have been successfully actioned and there is a comprehensive complaints and risk assessment procedure in place. Staff now use a more effective system for recording observations of children, and staff have recently reflected upon this and made improvements. This shows a strong commitment to ensuring continuous development of the nursery provision. There is an established programme of professional development which is underpinned by an annual appraisal. This ensures that staff

performance is closely monitored and any training issues are planned for. Consequently, self-evaluation is good and ensures that staff are well equipped to fulfil their roles.

Partnerships with parents are good. They are given many opportunities to become involved in their children's learning, and staff ensure that effective communication is in place with regard to children's well-being and achievements. Parents' views are sought and acted on through the use of questionnaires and two-way diaries. The management team have a very good understanding of the importance of working in partnership with parents and other professionals to ensure children's learning and development is well supported. For example, they have approached outside professionals to come in each week and work with children to develop their learning across the Early Years Foundation Stage. This is enjoyed by the children, and parents comment that they think their children benefit from the additional activities offered.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY367366
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	857838
<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>	83
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Andrew John Howard
<b>Date of previous inspection</b>	12/02/2009
<b>Telephone number</b>	01829 271 122

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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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