

# Our Monkey Club C.I.C

Donisthorpe Primary School, Ashby Road, Donisthorpe, SWADLINCOTE, Derbyshire, DE12 7QF

<b>Inspection date</b>	30/05/2014
Previous inspection date	09/01/2013

<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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The quality and consistency of teaching is exceptional as practitioners have an excellent knowledge of how children learn. The management team effectively monitor the provision and support staff to ensure the very best outcomes for children's learning.
- Partnerships with parents are highly effective. They are fully involved in the care and learning of the children, which ensures the children receive excellent support and continuity in their learning and development.
- The key-person system is firmly embedded and great care is taken to build strong attachments with all children, which ensures that they feel extremely confident and secure in the setting.
- The inspirational management team and dedicated practitioners are committed to providing high quality care and learning for children. The rigorous monitoring of all aspects of the setting enables them to clearly target and strengthen practices.
- Robust partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions in and out of the setting are exceptionally well organised to promote continuity of care and learning.
- Safeguarding of children is exceptionally secure throughout the setting. All practitioners have an extremely high level of knowledge and understanding of child protection issues.

## 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 held meetings with the management team of the setting.
- The inspector spoke with a number of key members of staff.
- The inspector carried out observations of activities in each room and also in the outdoor learning environment.  
The inspector looked at children's assessment records, planning documentation;
- evidence of suitability of practitioners working in the setting, the provider's self-evaluation systems, complaints log and a range of other documentation.
- The inspectors took account of the views of parents spoken to on the day.

## Inspector

Julie Dale

## Full report

### Information about the setting

Our Monkey Club C.I.C is owned and managed by a community interest company. The club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained building within Donisthorpe Primary School, Swadlincote, Derbyshire and has use of the schools facilities, which include an outdoor classroom, nature pond area and extensive green land areas. The club serves the local area and is accessible to all children. There are 14 members of childcare staff, of which 12 hold appropriate early years qualifications. Two of the managers hold Early Years Professional Status. The club is open all year round from Monday to Friday. Sessions are from 7am until 7pm. Children are able to attend for a variety of sessions. There are currently 65 children attending within the early years age group and 51 in the older years age group. The club provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs. The club 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:

- maximise opportunities for younger children to experience those excellent challenges and resources which are evident in the activities created for the older children.

## Inspection judgements

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

Inspirational managers and practitioners have a very secure knowledge of the Statutory framework for the Early Years Foundation Stage and an excellent understanding of how children learn through their play. Practitioners have high expectations of themselves and the children, and provide a wealth of challenging and imaginative play, and learning experiences. For example, they provide real building materials indoors and outside for children to respond to challenges to create structures and models which are utilised to great effect to enhance mathematical and thinking skills. Outstanding teaching inspires children to become highly motivated and independent learners, for example, children engage in complex and mature conversations with their peers and adults as they pack clothes to take with them on an imaginary holiday. Practitioners further extend and develop play and learning opportunities as they help children to consider suitability of clothes for their destination, providing children with opportunities to investigate and extend their understanding of the wider world. The practitioners' excellent understanding of children's learning enables them to provide stimulating and highly innovative activities, and environments which promote the children's interests. They creatively use the outdoor areas to engage children in their learning. They encourage exploration, imagination and

autonomous play and independence in an exciting and motivating environment. As a result, children work together to undertake challenges and work as a team to make up their own games and races for a spontaneous sports day. Babies and young toddlers revel in the homely environment where they test out their confidence and build very strong relationships with the adults. They delight in the songs and rhymes sung by practitioners, often spontaneously, and they join in with gestures and movements. Toddlers are encouraged to explore their environment and are beginning to problem solve as they pour water from different sizes of tubes exploring the effect it has on the bubbles in the water tray. Practitioners ensure that parents are fully informed of the benefits of these activities in supporting young children's learning particularly in preparation for their future transitions into pre-school and beyond. However, there is scope to further enhance the youngest children's learning by maximising opportunities for them to experience the excellent challenges and resources which are more evident in the activities created for the older children.

Children's communication and language skills are exceptional as many engage in complex and mature conversations with their peers and adults. Children are confident to express their opinions and are eager to share their ideas and inventions with the adults around them. Children discover and appreciate different cultures and communities, such as the different ways in which people live. Materials for making marks are widely available both indoors and out, and are presented in imaginative ways to capture every child's interest. Children are encouraged through skilful teaching to begin to give meaning to marks. For example, they recognise their individual names and those of their friends. Books and reading materials from many cultures are readily available and children enjoy the one-to-one experience of sharing them with practitioners both indoors and outside. Practitioners skilfully enhance story sharing time through the use of tone and intonation as they share picture books with children. The quality of teaching is excellent. Practitioners encourage children to use everyday objects to build and construct during imaginative play and enthusiastically provide them with opportunities to extend their thinking through their creativity and passion for children's development. For example, they build on a child's interest of dressing dolls to provide materials and resources to create a full costume for a practitioner, including a head-dress, skirt and top. This dynamic approach to learning contributes extremely well towards children's skills for the future and in preparation for their move on to full-time school.

Practitioners use meticulous systems to assess children's starting points and ongoing progress; these are well established, robust and include all those involved in their learning. Practitioners prepare very detailed plans that cover all of the areas of learning and reflect children's individual interests and next steps, including where a child may require additional support or benefit from a greater challenge. The needs of individual children are recognised and practitioners incorporate these into planned activities that inspire and motivate them. For example, quieter or newer children are sensitively drawn into playing with other children. As a consequence, all children enjoy a rich, varied and imaginative time and make excellent progress in their learning and development. Practitioners make thorough observations to identify the next steps in children's development. They set realistic targets for children which support them exceptionally well in their progress towards the early learning goals. Practitioners liaise professionally with a range of schools and settings, sharing reciprocal visits to observe children in the setting and give children

opportunities to meet their new teachers and friends. This helps managers to review how well prepared children are for their next big steps and transitions. Parents receive regular highly comprehensive feedback which helps them to feel included in their child's learning. For example, they are provided with both daily feedback and more detailed periodic written reports to show them what their children have achieved. They are invited to attend parents' meetings with their child's key person on a regular basis. In addition, they have easy access to a broad range of information about activities and learning objectives within the setting. Consequently, they are fully included in their children's time at the setting and are helped to understand how to support their children's learning at home.

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

A calm and caring atmosphere creates a positive learning environment for all where children are highly valued as individuals. Careful consideration is made to the allocation of each child's key person. This supports extremely close bonds between children and practitioners and provides a strong base for children to develop their independence and explore. In addition, parents acknowledge and appreciate the warm welcome and ongoing support that they receive. All children show a strong sense of belonging within the setting and settle well because practitioners have an excellent knowledge of their individual likes, needs and routines. They work very closely with parents from the outset to gather all the relevant information and ensure that this is regularly updated to reflect any changes. Transitions from room to room and from one setting to another are exceedingly well managed as practitioners have established very positive partnerships with parents, other providers, and local schools. Key persons accompany children to new rooms until they feel confident to stay for short periods on their own. As a result, children feel confident to establish close relationships with new people.

Practitioners give the utmost regard to the safety of children and ensure that resources and equipment are appropriate to their individual needs. Extreme care and consideration is made to the presentation of activities both indoors and out to provide a consistently highly-stimulating learning environment for children. They are encouraged to develop healthy lifestyles and learn about the importance of exercise using the extensive outdoor areas. Outdoor learning and activities are available every day, regardless of the weather conditions so that children can enjoy play in all its guises. Children are independent, confident and assured, and manage their own care needs appropriately from a very early age. They engage in a host of activities which encourage and develop their awareness of keeping fit and being active. Children show a clear knowledge of how to keep themselves healthy as they are encouraged to make choices about the food they eat and are able to recognise that some food choices are healthier than others. Children enjoy the social experiences of mealtimes as practitioners ensure that these are opportunities to engage with children in social conversation and use good manners as part of the holistic experience. Practitioners are qualified in food hygiene practices and all food provided for the children's snacks are refrigerated. Parents are informed in their introduction information that food provided for children in lunch boxes will be refrigerated on request.

Practitioners diligently reinforce safe practice with equipment and toys to teach children how to play safely while taking controlled risks in a safe environment. Rigorous risk

assessments are recorded and are in place and daily checks to minimise risks to children are carried out across the setting, including access to and from the grounds. Children are cared for appropriately following any minor accidents and staff deal sensitively with any bumps the children may receive. Comprehensive records are kept of any accidents and records of medicines given and these are shared with parents. Children's care routines are known well and followed, giving them consistency between their home and nursery experiences. During nappy changing, staff talk to children so they are engaged and comforted. Parents are informed of nappy changing routines through daily records kept for each child. Children develop excellent self-help skills. For example, before playing outside they find their own coats and shoes, which they put on with minimal help from practitioners and at snack time, they help to put out the food and plates, and pour their own drinks. A calm and harmonious atmosphere supports children's learning and any minor disputes are diffused very quickly. Children get on well together. They know what is expected of them, learn to take turns and value one another. Practitioners skilfully support children to understand the potential impact of their actions on others. Positive behaviour is consistently acknowledged and children's achievements, no matter how big or small are enthusiastically celebrated. For example, practitioners thank children for their 'good counting and good listening' during a planned activity and reward systems are in place to promote children's sense of self-esteem and confidence.

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

Children are safe in the setting as there is an extremely effective and secure entry and exit procedure in place for leaving and collecting children. Safeguarding of children is exceptional throughout the setting. All practitioners have high level of knowledge and understanding of child protection issues and are confident in the procedures to follow should they have a concern about a child in their care. Regular training of all staff, including the senior management team and the registered provider ensures this level of skill is continuously up to date. Arrangements for the recruitment and selection of new staff members are thorough and robust. Well-established recruitment and vetting procedures mean that practitioners undergo robust suitability checks and have completed training and are supported to gain further qualifications. All practitioners complete a thorough induction process to help them understand their roles and responsibilities. A broad range of monitoring and performance management tools help managers effectively support staff. As a result, any practice or training issues are quickly identified and addressed. Staff speak in glowing terms of the support and mentoring they receive in order to extend their skills and knowledge base of early years education, childcare and development. The systems for evaluating, monitoring and moderating practice are extremely thorough and ensure teaching is consistently of the highest quality. In addition, managers and practitioners work incredibly well together and pay high regard to each other's strengths and areas of expertise. Therefore, they create an extremely effective, supportive and positive environment for children to play and learn.

Highly skilled practitioners have formed very strong partnerships with parents who value the service highly. Comments from parents are extremely positive. They state that they feel fully informed and included in their child's care and learning at all times, and benefit

from regular verbal and written feedback. Parents are invited to attend meetings about their children's progress on a regular basis and to participate in the future development of the setting. An extensive range of information is made readily available to parents and they routinely have access to policy updates to keep them informed about current practice. The setting has excellent strategies in place and has established effective partnerships with other agencies in order to give consistently high levels of support for individual children.

Inspired and dynamic leadership and management drives the continuous improvement that takes place. All practitioners and managers are passionate and committed to the service they provide. They work incredibly hard to keep up to date and maintain the outstanding practice within the setting. They share the same vision for continued development and systems for ongoing self-evaluation are effective in identifying a detailed plan for future developments. Managers have an excellent overview of the curriculum through the meticulous monitoring of the educational programmes. Planning and assessment are checked to make sure they are consistent and precise. The manager consistently takes account of children's and parents' views, thoughts and feelings, to guide and inform practice. They are encouraged to share their comments through regular questionnaires and ongoing discussion. As a result, they are fully involved in affecting change in this exemplary setting. The inspirational management team pursue excellence in all areas and provide dynamic leadership for the setting. They have consistently high expectations for the quality of care, learning and development offered to all children. Procedures and documentation are robustly reviewed and updated to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are exceptionally well met.

### **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

<b>Unique reference number</b>	EY451196
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	972421
<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>	40
<b>Number of children on roll</b>	116
<b>Name of provider</b>	Our Monkey Club C.I.C
<b>Date of previous inspection</b>	09/01/2013
<b>Telephone number</b>	01530 272544

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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