

Monkey Puzzle - Warwick

Blackfriars House, West Street, WARWICK, CV34 6AN

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| Inspection date | 05/06/2014 |
| Previous inspection date | 11/12/2013 |

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| 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

- High priority is given to promoting babies' and children's sense of belonging in reassuring, welcoming surroundings. Good information sharing between staff and parents about babies' and children's backgrounds, characters and interests ensure staff get to know and settle children well and offer them relevant enjoyable activities.
- Staff make learning fun and rewarding for babies and children. They organise a wealth of interesting activities at nursery, outdoors and within the local community.
- Pre-school children, in particular, are enthusiastic and effective learners who eagerly respond to the staffs' often imaginative teaching and high expectations. They ensure children are confident, articulate, creative and well prepared for full-time education.
- The provider, managers and staff have worked together to achieve greater stability within the team and to raise the quality of teaching and of children's learning. They have improved the layout and management of indoor and outside areas to enhance babies' and children's care and learning, to improve their safety and to extend their understanding of how to be healthy.

It is not yet outstanding because

- There is scope for staff working with babies and toddlers to consistently focus their planning and teaching on these young children's identified next steps in order to strongly improve each child's achievement.
- Opportunities are sometimes missed to build on and extend babies' and children's skills

in climbing and balancing.

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 observed activities in the playrooms and the outside learning environment.
- The inspector held meetings with the manager.
- The inspector and the manager carried out a joint observation.
- The inspector spoke to staff and children during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of all staff working with children.
The inspector discussed the provider's self-evaluation procedures and plans for improvement, and looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector was accompanied by another inspector.

Inspector

Rachel Wyatt

Full report

Information about the setting

Monkey Puzzle - Warwick registered on the Early Years Register 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. Children are cared for on the ground, first and second floors and have access to enclosed outdoor play areas. The nursery serves the immediate locality and also the surrounding areas. The nursery employs 14 members of childcare staff, including the manager. Of these, 12 members of staff hold appropriate early years qualifications at level 3, including one with a foundation degree in early years. The nursery also employs a cook, catering assistant and maintenance officer. The nursery opens Monday to Friday for 51 weeks of the year, closing for bank holidays and for a week at Christmas. Sessions are from 7.30am to 6.30pm. Children attend for a variety of sessions. There are currently 97 children on roll who are all in the early years age group. The nursery provides early education funding for three- and four-year-old children. There are regular opportunities for babies and children to go on various local outings, such as nature walks and visits to the library and to take part in Forest School activities near the racecourse.

What the setting needs to do to improve further

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

- focus planning and teaching consistently on younger children's identified next steps during adult-initiated activities in order to strongly improve each child's achievements
- enhance the educational programme for babies' and children's physical development by providing them with consistently challenging opportunities to practise and build on their coordination and control in climbing and balancing.

Inspection judgements

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

Babies and children enjoy learning. They relish the inviting and stimulating surroundings both indoors and outside and the many rewarding activities that staff plan and organise. They have worthwhile opportunities to extend their experiences and understanding during visits and activities within the local community. These include Forest School sessions at a site by the racecourse as well as in the nursery outdoor area. Staff build on babies' and children's enjoyment of books and stories during regular visits to the library. Pre-school children thoroughly enjoy going to the racecourse to meet some jockeys and watch them riding the horses. Recently the staff took the pre-school children to a nearby cafe to choose and pay for their drinks. All areas of the nursery are welcoming and well equipped.

Activities and resources are well presented to reflect different aspects of learning and to enable babies and children to help themselves and to develop their ideas and independent learning. Staff actively encourage children to make their own resources. For instance, pre-school children have decorated cardboard boxes and practised their mark making on each surface to make large dice to use in letter and sounds activities. There is a strong emphasis on outdoor learning. The nursery garden has been refurbished to enable babies and children to experience activities, promoting their enjoyment and development in all areas of learning. Therefore, children are often busily drawing, painting, making marks and taking part in activities focusing on numbers, shapes and colour in addition to gardening, exploring natural resources and being physically active.

An effective key-person system enables staff to have a good understanding of their group of babies' or children's learning styles and development. They effectively exchange information with parents about their children's characteristics, interests and abilities. This includes talking about children's learning at home as well as at nursery. Key persons use this information and their own and their colleagues' observations to accurately assess babies' and children's starting points and ongoing development. This includes completing accurate progress checks for children between the ages of two and three years. Parents enjoy looking at their babies' and children's learning journeys and appreciate hearing about their child's achievements and which aspects of their learning staff intend to focus on next.

Pre-school staff are particularly successful in the way they plan and organise activities and resources and adapt their teaching to really focus on children's individual and collective next steps. They consistently encourage and enthuse children so they are keen to join in and ably consolidate and extend their understanding and skills. As a result, pre-school children are confident, independent and resourceful learners who are well prepared for going to school. They are enthusiastic, purposeful and imaginative during their free-choice play and respond positively to staff during rewarding adult-led activities. For example, in preparation for a listening and sounds activity a large group of children eagerly search for items in the outside area which they can use to make sounds. They then take it in turns to demonstrate the sounds they can make on or with their chosen toy, instrument or object. The member of staff leading the session then encourages children to use their 'instruments' to make different levels and types of sounds.

Three- and four-year-olds are confident and articulate speakers. The staff adeptly create worthwhile opportunities for interesting and sustained discussions while ensuring children also know how to be attentive, to listen carefully and to respond to instructions. For example, during a relaxed, social lunchtime pre-school children ably demonstrate all of these skills. There is a real buzz of lively conversation as children recall, describe and ask and answer questions as they talk about themselves, their families, what they enjoy doing at home and their activities and experiences at the nursery.

Staff working with babies and toddlers generally know children's characteristics and abilities well. They create an inviting, reassuring environment for younger children's learning. In particular, they organise worthwhile free-play activities during which children can investigate, discover and be imaginative. For example, like their older peers, toddlers relish exploring the nursery's nature area. In particular, they enjoy observing, talking

about and helping to look after the nursery's rabbits. They eagerly check they have enough water and offer them appropriate tasty morsels to eat. Staff interact well with babies and toddlers. They chat easily to them, promoting their emerging speech and encouraging them to join in, choose toys and to concentrate. Toddlers are attentive and listen carefully during adult-led story times and also concentrate well when playing independently, for instance with sand, or problem-solving toys or looking at books with a group of friends. However, staff do not always precisely focus their planning and teaching on babies' and toddlers' emerging skills and next steps. As a result, some activities can lack challenge, such as older babies' play with toy vehicles or staff miss the opportunity to provide equipment for babies and toddlers who are keen to practise climbing. There is also scope for staff to consider how to better manage activities and routines, for instance to minimise interruptions to toddlers' concentration and discussions about aspects of a well-told story which was organised at the same time staff were getting children ready for lunch.

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

Babies and children are nurtured and thrive. Good information sharing with their parents and carers ensures staff have a sound understanding of and effectively meet children's care, health and dietary needs and routines. Staff also give priority to helping all babies and children to feel emotionally and socially confident. An effective key-person system and reassuring and welcoming surroundings helps babies and children to settle quickly. They form close attachments with staff, soon become familiar with the nursery routines and develop a positive sense of belonging. For example, to help them to get to know babies and children well, staff encourage parents to tell them about their backgrounds, interests and favourite activities. They then talk to babies and children about their families and include activities and resources which they know children enjoy. Settling-in visits for new children or for those moving within the nursery are organised to cater for each child's needs and ensure they have enough support and time to get to know the staff, children and their new surroundings. Parents are reassured by the regular feedback they receive from their child's key person and colleagues about their child's care, routines and relationships.

Throughout the nursery, staff praise and encourage babies' and children's efforts and foster their good relationships and positive behaviour. As a result, children become socially adept and are keen to help and take on responsibility. They eagerly assist with snack time preparations, clear away after meals and enjoy tending plants and looking after the rabbits. They regularly have opportunities to socialise with their peers, for example, during meal times, and regular shared outdoor play times provide opportunities for children to mix with different age groups. The staff are responsive to and give individual support to those children who find it more difficult to join in or relate to others. Involving babies and children in walks, visits and activities in the local community safely extends their social contacts and prepares them for learning in different situations. Therefore, children are well prepared emotionally and socially for the next stage in their learning, including starting school.

Since the last inspection the manager and staff have successfully introduced additional

activities and experiences to extend children's understanding of why it is important to eat healthily. Children prepare healthy snacks, for instance making fruit juices and smoothies. During activities and meals they discuss what they like to eat and consider which foods are better for their health. They continue to enjoy growing their own vegetables and enjoy nourishing snacks and meals. Staff work sensitively with parents to introduce weaning, to cater for children's specific dietary and health needs and to appropriately encourage babies and toddlers to be independent in eating.

Other aspects of babies' and children's good health are promoted effectively. Staff foster babies' and children's understanding of good hygiene and calmly support toddlers as they learn to use the toilet independently. Parents say that they are pleased children are brushing their teeth after lunch and that it will help them to encourage good dental hygiene at home. All children relish being outdoors and being active. They enjoy using wheeled toys in a designated area of the garden and competently balance on and walk along the fixed tyres. Football coaching has resulted in a cohort of children who enthusiastically demonstrate considerable skill and accuracy in throwing, catching and kicking balls. As a result, children are physically competent and there is scope for staff to provide them with more challenging activities and equipment to further extend their coordination, control and spatial awareness as they balance and climb.

Babies and children are looked after in safe and secure surroundings. Since the last inspection improvements have been made to the layout and security of the outside play area to help staff supervise children more effectively. They use risk assessment and regular checks to effectively monitor the safety of the premises and condition and quality of toys, equipment and resources. Babies and children are encouraged to behave safely and sensibly as they move around the building, play together and use toys, equipment and tools, such as gardening equipment, scissors and utensils. On walks they learn about road safety and in Forest School staff teach children about how to manage risks as they explore their surroundings and use natural materials for construction and physical play.

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

Since the last inspection, the provider and managers have successfully focused on addressing actions and recommendations raised in order to improve babies' and children's safety and supervision during outdoor activities, to strengthen partnerships with parents and carers and to enhance children's awareness of healthy eating. As part of this process they and the staff have also improved the organisation of the outdoor learning areas and extended the range of resources available to babies and children outside. Indoors they have continued to improve the layout and management of activities including creating additional learning areas for toddlers. Managers and staff are confident about offering babies and children varied experiences so they have continued to expand the range of enjoyable visits and outings they take part in within the local community.

The provider and managers have embedded accurate systems for monitoring and evaluating the effectiveness of the nursery's provision and for planning for improvement. This includes consistent monitoring of how well children are learning and developing

through staffs' regular assessments and tracking of their progress. The quality of teaching is generally good and improving and the provider ensures staff attend good practice sessions and other relevant training. Senior managers have embedded effective staff performance arrangements to enable staff to formally discuss their work with children and families and to agree targets for their own professional development. Babies and children benefit from the staffs' enthusiasm, generally good team work and clear commitment to ensuring they are well cared for, gain in confidence and enjoy themselves.

Babies and children are fully safeguarded. There are effective procedures to ensure the manager who has lead responsibility for safeguarding and the staff keep up to date with safeguarding issues. They attend regular training and have opportunities to discuss good practice issues within the team and with other professionals. The provider, managers and staff understand their roles to promptly refer any concerns about a child's welfare or any allegation against a member of staff to the local safeguarding children's team. They know what information they must pass on to Ofsted. Babies and children are further protected as all required information and agreements are obtained relating to their care and well-being. Managers and staff also know who may have access to them, including who may collect them.

Strong partnerships with parents, carers and others make an important contribution to the managers' and staffs', in the main, sound knowledge of babies' and children's needs. Parents and carers are consistently encouraged to share their views about their children's care, learning and development with staff. Parents appreciate being given regular feedback about their children's routines, activities, achievements and assessments of their progress. Many parents say how much they enjoy reading their children's learning journeys. Managers and key persons also recognise the importance of working closely with other agencies, early years providers and schools. These partnerships help them to provide tailored support for children with additional needs, ensure consistency for those who attend other settings and help staff and parents to prepare children for making smooth transitions into full-time education. For example, pre-school staff collate information and activities for each child going to school to help them to get to know more about their school, the staff and routines.

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

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| Unique reference number | EY414078 |
| Local authority | Warwickshire |
| Inspection number | 977029 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 72 |
| Number of children on roll | 97 |
| Name of provider | MPM Childcare Limited |
| Date of previous inspection | 11/12/2013 |
| 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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Piccadilly Gate
Store St
Manchester
M1 2WD

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