

Monkey Puzzle Day Nurseries Weybridge

Ashburton House, 3 Monument Green, Weybridge, KT13 8QR

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|--------------------------|----------------|
| Inspection date | 22/07/2014 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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 use accurate methods of recording observations on each child. This results in clear assessments of the children's progress and effective planning to meet their needs.
- Children are happy, motivated to learn and enjoy being at the nursery and this helps to support their progress.
- Partnership with parents is strong, provides consistency of care and learning, and enables children to progress well.
- Management and staff work effectively together to have a clear action plan of how to continue to improve provision in the nursery.

It is not yet outstanding because

- The outdoor environment does not consistently promote opportunities for children to explore, investigate and extend their learning in all areas.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children's interactions in the nursery.
- The inspector looked at children's assessment records and other documentation relating to the nursery.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to the staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Jane Bull

Full report

Information about the setting

Monkey Puzzle Day Nursery Weybridge is one of 35 nurseries managed by a limited company and is part of the franchise of the Monkey Puzzle Group. It registered in 2014 and operates from a large detached Georgian house in Weybridge. It is open each weekday from 7.00am to 7.00pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. The nursery welcomes children with special educational needs and/or disabilities as well as those who are learning English as an additional language.

What the setting needs to do to improve further

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

- extend further the range of outdoor materials and resources so children can fully explore and develop their ideas in all areas of learning.

Inspection judgements

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

The quality of teaching at the nursery is good. The nursery provides a wide range of activities to cover all areas of learning so children can play, learn and develop to the best of their ability. Staff use their secure knowledge of how children learn to promote children's needs well. Babies explore natural resources and different fabrics with staff in a calm sensory room. This helps their physical and emotional development. Staff teach young children about the names of different shapes while the older children learn the difference between a rectangle and a square. This approach helps children to develop an understanding of early mathematical skills. Staff promote all children's interest and enjoyment of books and literacy through a wide variety of books and cosy areas to sit and read. They also run a story-telling club to encourage children to have a love of reading. Staff ask children open questions about what is happening in the books and relate it to children's experiences. This allows children to think about the answers and develops good early reading skills.

Staff liaise closely with parents to find out about each child's background and share information when they start at the nursery. This helps staff to support children's learning effectively and provide consistency. Staff work with children with any special educational needs and/or disabilities well. They identify whether children require any particular support and promote their inclusion. Each child has a learning journey that staff use to record their development and next steps in their learning. Staff clearly track children's progress in their learning journeys using observations, artwork and photographs. Staff

plan a good balance of interesting adult led and child led activities for the children. They know that children develop at their own rate and plan and provide interesting activities that hold their attention. As a result, children are progressing well towards the early learning goals.

Staff involve parents in their children's development and share information with them on a daily basis and at parents' evenings. This means that staff can identify potential gaps in children's development and parents are very aware of the progress their children are making. Staff celebrate children's achievements with parents. For example, they display a painting of the week for parents and visitors to see. Parents contribute their ideas and observations of their children when staff plan activities and the setting runs monthly 'Dad's Days' to include fathers more in their children's learning. This demonstrates that the staff competently involve parents in their children's learning on an ongoing basis. Staff ensure that children enjoy a variety of activities outside and go on regular visits to the local park and community. These effectively support children's physical well-being and development. However, the outdoor area does not fully support children's learning and development. Consequently, children do not always have sufficient opportunities to learn through their play in the outdoor environment.

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

The nursery has effective measures to promote children's ongoing safety indoors, outside and on outings. Staff complete regular risk assessments of all areas and of trips out from the nursery. These help to promote children's safety as staff identify and minimise potential hazards well. Children and staff practise regular fire drills, which staff evaluate afterwards. These teach children what to do in an emergency. Staff are able to take appropriate action in the event of an accident as some staff hold paediatric first aid qualifications.

Children take small but safe risks when playing, for example as they carefully move from one piece of tree trunk to another when playing outside. This helps children extend their understanding of risk and have a well-developed understanding of safe practices.

The settling-in procedure is gradual and staff adjust it to meet the needs of each child. This means children have the opportunity to get used to being at the nursery in their own time. Staff and parents work in close partnership to share information when children start at the nursery. This provides children with good continuity of care. The effective key person system helps staff to fully understand and meet the individual needs of all children. Staff show a comprehensive understanding of each child's unique needs and have detailed information of children's individual requirements. This helps children to feel comfortable and form secure attachments so they develop their emotional well-being and independence. All staff are consistent in their approach to behaviour management. They teach children about the clear boundaries in place and as a result, children develop positive behavioural and social skills.

Staff enable children to have a good awareness of a healthy lifestyle through regular

outdoor activities and fresh air, where they have plenty of opportunities to play and learn. They follow babies' sleep times with their home routines and parental wishes. They change nappies at regular intervals throughout the day and record this information to inform parents. Staff wear disposable gloves and aprons and maintain a high level of hygiene to minimise the spread of infection. Staff follow children's dietary needs well and take into account their allergies. This means they include all children in activities. Fresh water is always available for children to drink. A chef prepares healthy meals on the premises and rotates the menus over four weeks. Mealtimes are a social occasion when staff sit with children and chat while they eat. Babies sit together in low, adjustable wooden chairs at meal times. This helps them to feel sociable and included. Staff promote good hygiene procedures by helping young children to clean their hands and reminding older children to wash their hands at relevant times. Children learn about oral hygiene by a visit to the local dentist. All this helps children to understand about maintaining good personal hygiene.

The premises are welcoming, very clean and well laid out to support children's independence effectively. For example, children's pegs are at a low level so that they can hang up their coats and other belongings independently. Resources are age and stage appropriate, labelled clearly and positioned at a low level to encourage children's freedom of choice. As a result, children develop their confidence and become independent learners.

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

Leadership and management of the nursery are strong. The management and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. There is a good range of policies and procedures that are easily accessible, reflect changes in legislation, inform parents and guide staff in their practice. They provide a broad range of experiences such as art and cooking clubs to bring about the best possible outcomes for all children. Staff work closely in partnership with the parents and share information about children. For example, parents and staff celebrate children's achievements on a 'Wow' board. This helps to provide consistency of care between home and the nursery to support children's progress. Parents are very positive about the care and teaching their children receive at the nursery and the approachability and responsiveness of management and staff.

Effective performance management systems ensure all staff are confident in their roles. The manager carries out regular monitoring of staff performance and the quality of staff interaction with the children. She carries out room audits with staff to make sure the environment supports children's learning and development. As a result, staff know the needs of individual children and how to help them progress. All staff have a strong understanding of child protection and how to safeguard children in their care. Management organise safeguarding training to support staff knowledge and provide a safe environment in which children play and learn. This means that staff are clearly aware of their role and responsibilities to protect children's welfare and all safeguarding requirements are met effectively. Staff are deployed well around the nursery to supervise

children, maintain ratios and to make sure children's individual needs are met.

Staff recruitment procedures are rigorous and robust to make sure adults caring for children are suitable to do so. Successful induction processes are in place and all new staff are required to familiarise themselves with the nursery's policies and procedures. Most staff have a relevant childcare qualification and others are working to gain a qualification. This reflects the strength of the leadership and commitment to supporting continual professional development. The management understand the importance of having good links with other providers and schools that children will attend to offer continuity of care. These help to promote shared learning opportunities to thoroughly underpin continuity in children's learning experiences. These good working relationships help to provide positive outcomes for children and support their individual needs and help to prepare children for school. The management use self-evaluation very well to reflect on practice and recognise priorities for improvement. Staff and parents contribute to the evaluation process through discussions, written comments, suggestions and questionnaires. There is an action plan in place, which clearly shows the management's drive to raise the standard of provision further. This demonstrates that the nursery can assess its own strengths well and identify any areas for improvement.

The Childcare Register

The requirements for the compulsory 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 | EY474097 |
| Local authority | Surrey |
| Inspection number | 954843 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 75 |
| Number of children on roll | 72 |
| Name of provider | Nikki's Nursery Limited |
| Date of previous inspection | not applicable |
| Telephone number | 07958710625 |

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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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