

# Little Monkey's Nursery Windsor Park

St. Leonards Road, Windsor, Berkshire, SL4 3DR

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 05/01/2015 |
| Previous inspection date | 02/10/2008 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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

- Partnerships with parents are good because communication and information sharing is effective. Parents are very happy with the service they receive.
- Planning and assessments of children's development and learning is thorough and enables staff to track progress effectively.
- Staff support children's moves between rooms well, helping them to settle quickly.
- Self-evaluation is good and is used effectively to identify areas for improvement. Self-evaluation takes into account the views of parents and staff, and there are plans to extend this to incorporate children's views more effectively.

### It is not yet outstanding because

- Staff do not fully encourage children's independence as children in baby room are not able to see or reach water on their own and children in pre-school do not have opportunities to pour their own drinks at meal times.
- Staff do not maximise all opportunities for pre-school children to develop literacy throughout the day.

## 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 looked at the self-evaluation form.
- The inspector sampled policies and documents.
- The inspector spoke to staff about their practices.
- The inspector carried out observations of children and practice.
- The inspector spoke to parents to gain their views.

## Inspector

Sara Hope

## Full report

### Information about the setting

Little Monkey's Windsor Park Nursery registered in 2007. The nursery is run by Little Monkey's Nursery Limited. It operates from a converted school in Windsor Park, Berkshire and uses the whole of the main building and a newly built pre-school. There is a fully enclosed outside play area for the children to use. The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Registers. It employs 21 staff in total, including a chef. Of the childcare staff, 14 have relevant early years qualifications. The nursery is open every weekday from 8am to 6pm for 51 weeks of the year. Currently there are 119 children in the early years age group on roll. Children have a choice of attending morning sessions, afternoon sessions or all day. The nursery serves children from the local community. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery has provision to support children with learning difficulties and/or disabilities and those who speak 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:

- maximise opportunities to promote children's literacy throughout the day
- enhance routines to fully support children's developing independence and self-care.

### Inspection judgements

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

Staff are providing good quality education programmes for children and, therefore, children are making good progress in all areas of learning and development. Staff role model effective communication skills and show children how to form good relationships with others. Children are happy, confident and seek adults out for comfort and reassurance when needed. Children make good attachments with their key person and the other staff members they see on a regular basis. Staff set good examples for children and consistently remind them of expectations. As a result, behaviour is good and children play together, and alongside each other, contently and safely. Children exercise and develop physically as they play indoors and outdoors. Staff also routinely discuss with them the importance of good or healthy foods.

Care routines and meal times keep children safe and healthy. Older children scrape their own plates when they have finished eating; however, other opportunities to promote independence are not always used effectively. For example, children in the baby room

cannot access their water beakers and staff pour drinks for pre-school children rather than encouraging them to do this for themselves.

Older children eat at designated spaces according to name cards. However, if children sit in the wrong chair staff move their cards rather than encouraging them to find their correct space. This means that children miss a useful opportunity to recognise their own written name.

Planning for children's individual development is robust. Staff use an effective system to identify children's progress accurately. This means that concerns can be picked up quickly and gaps in learning and development minimised more effectively. Staff involve parents in planning for their children and encourage them to make their own observations at home. Staff send home information about what a child is doing for parents to build on. Parents say they are very happy with the level of involvement they have and know how much progress their children are making. Staff use the Early Years Foundation Stage to support and progress children's learning and development. They also gauge children's interests and use this information to plan activities that they enjoy and want to take part in. Staff support children with English as an additional language successfully. They use key words from the children's home language to help them settle and to support communication.

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

Children have good opportunities to be active and also enjoy taking part in quieter activities, giving them time to rest and replenish their energies. Staff support children to become aware of their own bodies and physical capabilities; for example, they encourage some appropriate risk taking during physical play. In addition, staff consistently remind children of dangers, such as slippery decking when outside in wet weather. Resources available for children effectively support all areas of their learning and development. Outside children run around, playing hide-and-seek, read books and chat happily to staff about what is happening. For example, they notice and discuss planes that fly overhead. Inside children have a good range of information, communication and technology equipment which they use with staff supervision. Activities such as sorting games encourage children to develop their mathematical skills. Dressing-up and construction equipment allow children to explore roles and use their imagination. Babies listen to soothing music during sensory activities while staff speak to them reassuringly, demonstrating and modelling language and physical skills.

As children move up through the nursery, they transfer from room to room effortlessly, with the support of staff. Parents say that this helps their children to settle very quickly. Staff are also good at supporting children to become ready for their move to school. Pre-school children have the option of wearing a uniform. Planned activities prepare them for more structured routines and they also develop skills such as early reading, writing and number recognition.

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

**provision**

The provider and the nursery manager understand their responsibility well in relation to meeting the learning and development requirements. Educational programmes are monitored continuously. Staff receive mentoring and training on how to gather evidence of children's progress and how to plan to extend this further. A new online system identifies individual progress and data can be filtered to find out different information. Staff use this effectively to monitor and support children's learning.

Safeguarding is well understood by staff and is underpinned by robust policies and procedures. Staff receive training when they first start and each year to refresh their knowledge. Appropriate systems are being used to check staff's suitability to work with children. Regular meetings are providing opportunities to check the ongoing suitability of staff for the roles that they fill. Staff training is documented in a way that makes it easy to see when refresher courses are required. Therefore, staff remain competent to support children's learning and development while keeping them safe and healthy.

There is a good system to make sure that staff and parents views are taken into account when self-evaluating. Staff meetings provide a forum for ideas to be shared and recorded. Observations of staff's practice are used to identify areas for improvement to the service provided for children and their families. Ideas are currently being explore to gather more children's views and for room leaders to carry out observations in different rooms to share ideas and best practice more effectively.

Staff work with other agencies effectively, extending experiences for children. Children have opportunities to learn different languages and to learn new skills. Staff encourage parents to share their skills and interests to widen children's experiences. Links with local schools are supporting children moving on to school effectively. Staff accompany children and parents to school visits, providing reassurance and support and strengthening relationships.

**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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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>     | EY365353                    |
| <b>Local authority</b>             | Windsor & Maidenhead        |
| <b>Inspection number</b>           | 828947                      |
| <b>Type of provision</b>           | Full-time provision         |
| <b>Registration category</b>       | Childcare - Non-Domestic    |
| <b>Age range of children</b>       | 0 - 6                       |
| <b>Total number of places</b>      | 74                          |
| <b>Number of children on roll</b>  | 119                         |
| <b>Name of provider</b>            | Little Monkeys Nursery Ltd. |
| <b>Date of previous inspection</b> | 02/10/2008                  |
| <b>Telephone number</b>            | 01753 622149                |

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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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