

# The Monkey House

Mapledurwell and Up Nately Villiage Hall, Greywell Road, Mapledurwell,  
Basingstoke, Hampshire, RG25 2LS



## Inspection date

9 March 2015

Previous inspection date

10 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Security arrangements are not robust at all times as staff are not vigilant in preventing strangers from entering the premises and do not always check the identity of visitors. In addition, staff do not routinely make visitors aware of the guidance on cameras or mobile phones. However, the impact of this is minimised as the supervision of children is effective.
- Staff are not fully effective in identifying children's next steps in learning and do not reflects these well in daily planning and activities. This means that activities are not all tailored around children's needs.
- Self-evaluation and development planning are weak and do not support effective monitoring or evaluation of the impact of teaching on children's learning.

### It has the following strengths

- Staff plan and create a broad range of interesting experiences that capture children's enthusiasm for exploration and learning.
- Staff create activities that encourage children to work together. Children learn to communicate, negotiate and work together as a team.
- Care practices in the nursery are effective in helping children feel emotionally secure. Children show confidence and independence as they make decisions during their play.
- Partnerships with parents are strong and support continuity in learning and care between home and the nursery. Staff provide more specific teaching and guidance as children prepare to move to school.

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

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve security by ensuring that all staff check the identity of unknown individuals before allowing them to enter areas of the nursery used by children
- ensure that visitors are made aware of the procedures relating to the use of cameras and mobile phones
- ensure staff routinely identify children's next steps for learning and use this information to plan activities to meet children's individual needs

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

- strengthen self-evaluation and improvement planning to clearly target areas where staff can raise outcomes for children.

### **To meet the requirements of the Childcare Register the provider must:**

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding and equal opportunities, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's planning, evaluation, and the information exchanged with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

### **Inspector**

Helen Robinshaw

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Well-qualified staff ensure that children access a wide range of interesting activities which stimulate all areas of their learning and development. However, systems for targeting and sharing children's next steps in learning are not fully effective. This means that staff cannot accurately assess how well activities meet children's individual needs, or prepare them as well as possible for their next stage in learning. Children listen to stories, learn to link letters and sounds, and sing new songs. Staff guide children's learning as they teach them to bake, speak another language, explore the local woodland environment, and use the large interactive screen. Staff routinely observe children and celebrate their achievements with their parents. Parents commend staff for the resources they provide to help them encourage their children's early literacy skills in preparation for school.

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

Children settle quickly in the care of kind, welcoming staff. Parents speak very warmly about the support they and their children receive each day. Staff celebrate diversity and work closely with all families. They work effectively with families where children have special educational needs and/or disabilities. Staff take time to speak with parents at the start of each day; however, during this time they are not vigilant in monitoring who is coming in. As a result they do not always check the identity of strangers, nor follow their written policies and procedures on safeguarding all children. Staff implement other areas of risk assessment across the pre-school on a daily basis and when taking the children out into their community. Staff also teach children how to manage small risks as they scramble over logs in the woods and enjoy examining wildlife. Children learn how to chop fruit and peel vegetables safely. Delighted parents comment on their children's enthusiasm for eating a wider range of healthy food as they cook meals together.

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

The manager has a sound knowledge of the learning and development requirements gained through recent and continued professional training. Children are happy and enjoy the learning experiences staff work hard to prepare and supervise. Staff's commitment to improving their knowledge and practice is evident. However, senior staff do not use their systems for self-evaluation and development planning effectively to drive forward improvements as a team. Consequently, staff do not always have clear goals in mind when teaching children or evaluating their progress. The manager ensures that staff are, and remain, suitable to work with the children by following careful procedures for recruitment, vetting, and mandatory training. Partnerships with staff at the local primary schools, and with specialist support agencies, help staff to prepare children socially and emotionally for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	509566
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	842306
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Nicola Cheetham
<b>Date of previous inspection</b>	10 March 2011
<b>Telephone number</b>	07778031691

The Monkey House Nursery School registered in 1997. It is open each week day during school term time. Sessions run from 9am to 3pm on Mondays, Wednesdays and Fridays, from 8.30am to 3pm on Thursdays and from 12 noon to 3pm on Tuesdays. The nursery is in receipt of funding for the provision of free early education for children aged two, three, and four. Of the six staff who work with the children, five hold relevant qualifications at level 2 and above. The manager holds a relevant honours degree, and another member of staff is a qualified teacher.

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