

Funky Monkey's

Rowlands Gill Primary School, Dominies Close, ROWLANDS GILL, Tyne and Wear,
NE39 2PP



Inspection date

19 October 2015

Previous inspection date

8 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Partnerships with the school are excellent. Staff work together extremely well to meet children's learning and care needs.
- Children have very good relationships with other children. They look forward to seeing each other when they arrive.
- The manager demonstrates good capacity to improve the service she provides. She seeks the views of staff, parents and children regularly to help her identify areas for further development. This supports her to drive improvements.
- Children behave extremely well. Children understand the behavioural expectations of the setting.
- Partnerships with parents are good. Parents and staff work together to ensure that all children thrive and enjoy stimulating learning experiences in the setting and at home.
- Staff know the children extremely well. Accurate assessments enable staff to plan activities which complement children's learning in school and promote further progress.

It is not yet outstanding because:

- Occasionally, staff are not readily available to support new children as they get used to new activities and experiences.
- Staff do not always make all children aware that they can also choose to play in different areas of the provision.

What the setting needs to do to improve further

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

- review the organisation of staff involvement in children's activities so that they are readily available to help new children get used to new activities and experiences
- provide more opportunities for all children to choose where they want to play.

Inspection activities

- The inspector viewed all parts of the setting accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities in the indoor and outdoor environment.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector held a meeting with the manager of the setting.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the manager.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took into account the views of parents and carers spoken to during the inspection.

Inspector

Elizabeth Fish

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her staff have a robust understanding of safeguarding procedures. This enables them to act promptly and effectively, should they have a concern about the welfare of a child. Risks are minimised and robust recruitment and induction procedures help to safeguard children further. The manager uses her qualifications well to provide children with a range of challenging and stimulating activities. She is committed to her own professional development and that of her staff. She actively supports other members of staff to further their own qualifications. Additional training is arranged to meet the ongoing needs of the setting. For example, staff attend further training to support the younger children within the setting more effectively. Good supervision procedures enable staff to develop their already good practice. The manager works well with the local authority and other professionals, when necessary, to support children in their care.

Quality of teaching, learning and assessment is good

Children benefit from a range of interesting and stimulating activities which promotes their learning and development. Children's input into the planning is welcomed. Staff plan activities which build on children's suggestions and supplement children's learning in school. This helps to ensure that children are motivated to learn. For example, children eagerly anticipate participating in an insect hunt and talk about the insects they are going to find. Staff demonstrate a good understanding of how to support children's play. For example, they give children time to follow their own ideas when they decide to make a collage with glitter and glue. Good questioning encourages children to explain their thinking further. Staff place a high priority on the development of communication. Children are given plenty of time to talk about what they have been doing in school. They listen to each other and take account of other people's ideas during their play. This supports their future learning.

Personal development, behaviour and welfare are good

Staff are very caring and are committed to ensuring that children enjoy their time in the setting. They go out of their way to ensure that children are happy and confident. Children have an excellent relationship with their key person. Some of the key persons also work in school or within the on-site pre-school and this helps to provide consistency of care between settings. Young children, who are new to the setting, often look to their key person for support throughout the session as they participate in different activities. However, there are occasions when their key person is not nearby and other staff do not quickly see that they need some help and support. A high priority is given to developing children's social skills. Children learn how to play alongside other children and share resources. Older children are very caring as they play with younger children and help them to climb onto balancing logs. Activities, such as making their own sandwiches or pouring their own drinks, help children develop good small-muscle skills.

Setting details

Unique reference number	EY405032
Local authority	Gateshead
Inspection number	850623
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 12
Total number of places	30
Number of children on roll	112
Name of provider	Rowlands Gill Under Fives
Date of previous inspection	8 June 2010
Telephone number	07740 464005

Funky Monkey's was registered in 2009. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, during term time only. Sessions are from 7.30am until 9am and 3.10pm until 6pm.

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