

Minee Monkeys

The Old School House, Birchfield Lane, Oldbury, B69 2AS



Inspection date	15 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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		Good	2

Summary of key findings for parents

This provision is good

- The dedicated leadership team continually researches best practice. They use this information to develop well-targeted improvement plans. Some senior staff are extremely knowledgeable and skilful. They are exceptional role models to less-experienced staff.
- An abundance of good quality resources and well-organised spaces motivates children to play and learn. All children make at least good progress from their starting points in all areas of their development.
- Children's well-being is successfully promoted. They are confident and show good social skills in small and large groups.
- Very positive relationships are developed with parents. Staff and parents work well together to identify and meet children's care and learning needs. Parents' views are sought and used to inform plans for improvement.
- Partnership working with other professionals is very effective and results in exceptional support for disabled children and those with special educational needs.
- Staff support children who speak English as an additional language well to develop their communication and language skills.

It is not yet outstanding because:

- Staff do not always make sure that they have the very highest expectations about what children can achieve when they plan activities. This means activities do not always provide children with the opportunity to make the very highest rate of progress.
- Staff do not plan for the use of the outdoor environment as well as they do for indoors. This means that children who prefer to play and learn outside do not benefit from the same levels of opportunity to learn in their preferred environment.

What the setting needs to do to improve further

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

- enhance planning of activities to make sure they consistently provide opportunities for children to make the very highest rate of progress
- make better use of outdoor areas to promote the development and progress of children who prefer to play and learn outside.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and a small selection of parents during the inspection and took account of their views.
- The inspector held meetings with the manager and provider. She looked at relevant documentation, such as evidence of the suitability of staff and policies and procedures.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Robust recruitment procedures and ongoing suitability checks on staff are in place. Staff receive training and support from management to develop their understanding of child protection issues. Staff are very confident about recognising possible signs of abuse. They know what action must be taken if there are concerns about a child's welfare. All necessary steps are taken to make sure children are kept safe as they play. Staff are well qualified and benefit from continual training and coaching to develop their teaching skills. Self-evaluation is effective and leads to continuous improvements in children's care and learning experiences.

Quality of teaching, learning and assessment is good

Staff are playful and skilful in following and supporting children's interests. They help children to use all of their senses to explore ideas, sustain their interest and to begin to think about things together. All children have good opportunities to express and develop their creativity and imagination. They enjoy exploring and experimenting with natural resources and have lots of opportunities to learn about different features of the natural world. Children's mathematical understanding is extending. Children count, sort, match and consider shape and size as they play and take part in routines. Children's skills in communication, language and literacy are developing well. Children develop an interest in early writing. They link some sounds and letters to recognise some simple words. During all activities and routines staff focus well on helping children to develop their communication and language skills. Accurate assessments are used to identify and promote children's next steps in learning. Staff quickly recognise gaps in children's learning and respond effectively to help children catch up.

Personal development, behaviour and welfare are good

Children settle well. They develop secure attachments to staff and build positive relationships with other children. Children's behaviour is good. They know and follow simple rules, such as helping to tidy away. They learn to consider others and embrace diversity. Children who lack confidence when they first start are warmly welcomed and included and soon show improving levels of social skills. Children are given the time and space to extend their self-help skills. They eat and learn about healthy food. Children enjoy being active and develop good physical skills through a variety of stimulating activities.

Outcomes for children are good

All children make at least good progress. They are well prepared for the next steps in their learning and for school when the time comes. Pre-school children are confident and work well together to complete games and tasks. They are eager to talk in small and larger groups and to demonstrate what they know and understand. Younger children enjoy new experiences. They are eager to explore, experiment and express themselves. Disabled children and those with special educational needs make substantial progress from their starting points. Children who speak English as an additional language learn to speak a good standard of English.

Setting details

Unique reference number	EY474844
Local authority	Sandwell
Inspection number	983652
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	57
Number of children on roll	33
Name of provider	Mini Monkeys Ltd
Date of previous inspection	Not applicable
Telephone number	0121 5441000

Minee Monkeys was registered in 2014. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs, and children who speak English as an additional language.

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