

St. Matthew's Little Monkeys Limited

St. Matthews Nursery Ltd, 45 New Street, Walsall, West Midlands, WS1 3DF



Inspection date

26 April 2016

Previous inspection date

8 January 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The manager has failed to meet the actions raised at the last compliance visit to ensure that staff understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding practice, and ensure children in their care are safe.
- The manager does not monitor the quality of provision effectively. Consequently, despite staff's individual assessments of children's progress, the manager does not have a clear overview of the progress all children are making.
- The manager does not oversee the performance of staff rigorously enough to ensure their work is of a consistently good standard. Consequently, teaching is not always good enough, and not all children make the progress of which they are capable.
- Staff do not keep accurate records to ensure the safe management of the setting.
- Most parents speak positively about the staff and of the progress their children make. However, staff do not always share information about children's progress with their parents, or provide parents with guidance to help their children at home.
- The manager does not ensure that staff provide students with clear direction regarding their roles and responsibilities or support them fully to gain the skills they need to ensure they are competent and suitable to work with children.
- Staff deployment is not always effective to meet children's needs and keep them safe.

It has the following strengths

- Staff are kind and attentive; they manage babies' and children's care, sleep and meal routines sensitively and well. Children are generally happy and settled.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

Due Date

- | | |
|---|------------|
| ■ safeguard children by ensuring that all staff are suitably trained, have an up-to-date knowledge of all safeguarding issues and are aware of the action to take when there is a safeguarding concern, including in the event of an allegation being made against a member of staff (Also applies to both parts of the Childcare Register) | 06/06/2016 |
| ■ take all reasonable steps to ensure staff and children are not exposed to risks by implementing effective risk assessments that identify aspects of the environment that need to be checked on a regular basis | 26/04/2016 |
| ■ ensure all children make at least good progress through the implementation of robust and effective systems to monitor the quality of provision, staff's practice and children's progress in order to gain an accurate understanding of any gaps in their learning. Take swift action to ensure the provision and teaching is effective and gaps are closing | 06/06/2016 |
| ■ maintain accurate records to ensure the safe and efficient management of the setting, such as for all adults working on the premises, children's attendance and accident records | 26/04/2016 |
| ■ support students to gain the skills they need to ensure they are competent and suitable to work with children by making sure staff have a clear understanding of their role and responsibilities regarding students | 06/06/2016 |
| ■ meet the needs of all children and ensure their safety at all times by the effective deployment of staff. | 26/04/2016 |

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ ensure all parents are kept up to date with their children's progress and learning and engage with, and support, parents to guide their children's development at home	27/05/2016
■ take all necessary steps to minimise any risks to the health or safety of children in your care (Applies to both parts of the Childcare Register)	26/04/2016
■ maintain a daily record of the names of the children looked after on the premises and their hours of attendance. (Applies to both parts of the Childcare Register)	26/04/2016

Inspection activities

- This inspection took place as a result of reports to Ofsted of a significant number of concerns about the leadership and management, learning, safety and well-being of the children in the setting.
- One of Her Majesty's Inspectors carried out this inspection.
- The inspector observed the quality of teaching during activities in the babies, toddlers and pre-school areas, and assessed the impact this has on children's learning and well-being.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held meetings with the registered provider and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the setting's improvement plan, risk assessments, policies and procedures, staff files, and children's assessment records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Joy Mumby, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is inadequate

The management of this setting is ineffective. Despite taking action to improve, following a previous visit from Ofsted when concerns were raised, several requirements are still not met which have an impact on children's safety and well-being. The arrangements for safeguarding are ineffective.

The manager does not have an accurate understanding of the setting's strengths and weaknesses. She spends most of her time doing administration and cooking tasks rather than managing staff, and monitoring the quality of the provision and children's learning. Nevertheless, she and staff have taken some positive action, with support from the local authority, to improve the observation, assessment and planning systems to support children's learning and development.

Records of accidents, and children's and adults' attendance, are not good enough. Parents and staff do not consistently record accurate arrival and departure times. This means that, in the event of an emergency, such as a fire, or a child-protection concern, the manager would not have an accurate record of children and staff on the premises. The manager is unaware of which staff have attended safeguarding training and has failed to ensure all staff have up-to-date safeguarding knowledge. Although the staff team has a sufficiently secure understanding of child protection, some staff are unfamiliar with the procedures to follow in the event of an allegation being made against a member of staff. Almost all staff are unaware of the Prevent duty. Risk assessments do not ensure that the physical environment for babies and children is safe and protects them from the risk of harm. For example, staff fail to see the danger of trailing wires.

Although supervision meetings take place each month, performance management of staff is not good enough. The manager does not monitor staff's practice well enough, or oversee staff's assessments of children's progress to ensure their training needs are identified and support is put in place. All staff have attended training in first aid. Recruitment and induction procedures ensure staff working with children are suitable. Staff promote equality and diversity satisfactorily. They have a varied range of resources and celebrate a range of festivals.

Quality of teaching, learning and assessment requires improvement

Staff, with the support of the local authority, have taken positive steps to improve the observation, assessment and planning systems to support children's learning and development. The manager is implementing a new tracking system but it is too soon to see the benefit of this work and how it will be used to inform practice. The educational programmes cover all required areas of learning and staff take into account children's interests and next steps when planning for their learning. All children, including babies, access outdoor play daily and are provided with a varied range of interesting and enjoyable activities. However, the quality of teaching is variable. Older and more-able children are not consistently challenged, and staff do not always share information about children's progress frequently enough with parents. This slows down children's learning. Nevertheless, staff's assessments show that the majority of children are making at least

typical progress in their learning. Toddlers sat very well and were interested and engaged as they listened and joined in with the Three Bears story. Pre-school children enthusiastically joined in a French lesson. Children engage, they listen, enjoy, and are interested. Babies ably pick up small objects between fingers and thumb, enjoy and explore shape and enjoy hearing the noise as they bang wooden spoons on tins. Relationships with parents are generally good. Those parents spoken with give mixed messages, some say 'we think it's a brilliant nursery', 'my child is doing really well, I am very pleased', and others say 'they are telling us nothing'. Staff are not systematic in letting parents know about their children's progress and how to support learning at home.

Personal development, behaviour and welfare are inadequate

Staff do not ensure that children are safe at all times because hazards are not identified and tackled. The arrangements for the preparation and storage of lunch are not good enough. Parents know who their child's key person is and receive daily feedback about their child's day. The key person system generally works well. However, transition arrangements between rooms, particularly regarding the sharing of children's progress are not consistently good. Babies and children demonstrate their emotional security through the attachments they form with the staff who look after them and through their physical and emotional well-being. The premises are safe and secure. There is a suitable range of good quality furniture and play equipment easily accessible to children. Staff promote positive behaviour. Children are well behaved; they are learning right from wrong and show they feel safe. Staff support children in forming positive relationships with other children so they play cooperatively and enjoy each other's company. Children become aware of other cultures and the needs of others as staff involve them in different celebrations and a range of activities within and beyond the setting.

Outcomes for children require improvement

The majority of children, particularly those for whom the setting receives additional funding, make at least typical progress for their age. However, for those children whose development is not typical, staff do not always involve parents or other agencies as quickly as they could to close the gap. The older and more-able children are not always challenged enough to maximise their learning. Monitoring of children's progress is not embedded to confirm if gaps in attainment between different groups are closing quickly enough. Babies form secure attachments to their key person, and are settled and happy. Children behave well. They recognise and name shapes and colours and confidently recall words in French. They are developing skills such as sitting and listening during story times, becoming independent in their self-care and serving their own food. These skills prepare them to be ready for their move on to school.

Setting details

Unique reference number	EY356225
Local authority	Walsall
Inspection number	1035410
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	50
Number of children on roll	70
Name of provider	St Matthew's Little Monkeys Limited
Date of previous inspection	8 January 2014
Telephone number	01922 474 660

St Matthew's Little Monkeys Limited is privately owned and was registered in 2007. The nursery is situated in a single storey converted community building in Walsall, West Midlands. The nursery employs seven childcare practitioners. All of whom hold qualifications at level 3. Sessions times are flexible from 7am until 6pm, Monday to Friday, all year round. The nursery provides funded early educations for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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