

# Our Monkey Club CIC

York Road, Church Gresley, SWADLINCOTE, Derbyshire, DE11 9QQ



<b>Inspection date</b>	31 January 2017
Previous inspection date	2 February 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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

- Leaders and managers are good role models for staff. Managers help staff to analyse their observations of what children do. Staff then go on to think about how to extend the activity to support children's interests, curiosity and learning.
- Children have free movement indoors and outdoors. The various types of play and areas of activity are clearly organised and defined for children to use. Children are actively encouraged to explore the environment and follow their interests to pursue play, creativity and learning.
- The arrangements to help children settle from one environment to another effectively support children's emotional well-being and confidence. Staff make home visits to meet with children and parents before they attend the setting. Older children are visited by reception teachers to support their move to school.

### It is not yet outstanding because:

- Some adult-led activities are not well-planned for and therefore, do not sufficiently extend children's learning.
- Some meals for younger children occasionally include processed sauces and flavourings, which are not a healthy option.

## What the setting needs to do to improve further

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

- review and develop the range of foods provided for children under 2-years, so that there is improvement to healthy eating
- further develop the planning of adult-led activities so that the intentions for children's learning are well-planned and fully effective.

### Inspection activities

- The inspector had discussion with parents and read some parent feedback forms.
- The inspector had a tour of the premises, indoors and outdoors.
- The inspector spoke to members of staff and children and had a meeting with the managers.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at various policies and records, including those for children's learning and development and staff supervision.
- The inspector observed children's activities in the group rooms and the outside play area.

### Inspector

Mark Evans

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers are highly motivated. They have effective methods to reflect on the provision and make changes to improve. Policies and records are in good order and support compliance with the statutory requirements. Managers arrange training and have regular individual meetings with staff. This supports the interests of children and provides coaching for the quality of teaching. The arrangements for safeguarding are effective. Staff complete a relevant range of safeguarding training. They are clear about the types of abuse and what to do if they have a concern about a child's welfare. Partnership with parents is strong. Parents confirm that they receive effective levels of communication, including electronic mail and other media. They praise the levels of continuity for their children, with improvements to the retention of staff.

### Quality of teaching, learning and assessment is good

Staff use open questioning to encourage children to think and work things out for themselves. For example, a member of staff asked a child what they should do next with the dolls. The child reflected, and then said that the babies were yawning, so they should put them to bed. Staff know the children well. They observe and assess children's progress and use this information to plan their next steps. Children become absorbed by their creativity. They select from a varied range of mediums and experiment with these. Staff use creative materials to encourage children to associate meaning to marks. For example, children purposefully make marks as they slide their fingers through a thin layer of clay on a table-top. Staff model language and use visual signing cues to support younger children's developing communication.

### Personal development, behaviour and welfare are good

Children are kind to each other and patiently wait to take turns. Staff take care to observe, listen and respond to children. Children's behaviour is good, with staff using positive methods to support and manage behaviour. Children show developing independence. For example, a child noted that an art-table had paint on it, so fetched a cloth and wiped the table clean. Staff support children with their toileting and independent self-help skills. Younger children have secure attachments with staff. Staff are caring and attentive to the needs of these children. Children keep healthy with regular outdoor play and exercise. They experience a range of natural elements through the outdoor environment. For example, they help to feed and care for the chickens and rabbits.

### Outcomes for children are good

Children make at least typical progress and many children make progress that is better than typical from their starting points. This includes children who are disadvantaged. Younger children develop abilities and attitudes that help their independence. For example, when having fruit for their snack, they use a skilful pincer grip, between forefinger and thumb, to select single blueberries. Older children are encouraged to develop skills for school readiness. Using computer technology, children show that they can recognise numbers up to 10 and can identify where a given number fits within the number sequence.

## Setting details

<b>Unique reference number</b>	EY478137
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1075549
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 14
<b>Total number of places</b>	60
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Our Monkey Club CIC
<b>Registered person unique reference number</b>	RP911053
<b>Date of previous inspection</b>	2 February 2016
<b>Telephone number</b>	01283 480 250

Our Monkey Club C.I.C was registered in 2014. It operates from converted school premises in Church Gresley. There are 21 members of childcare staff, including one with Qualified Teacher Status, three with Early Years Professional Status, five with a degree in early years, four with a level 5 qualification, one with a level 4 qualification and four with a level 3 qualification. The club operates Monday to Friday, all year round. Sessions are from 7am to 7pm.

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