

# The Monkey House

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



<b>Inspection date</b>	16 January 2019
Previous inspection date	1 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider, who is also the manager, provides strong leadership to the staff team. She seeks the views of staff, parents and children to reflect on the provision and takes effective steps to bring about improvement.
- Staff have good relationships with children and their families. Parents comment that they know precisely what their children are learning and staff support them well to continue this at home.
- Staff build warm attachments with the children and meet the emotional needs of children very well. Children settle well as they separate from their parents and are very happy throughout the day.
- Staff promote children's language development effectively. Children who start with less well-developed language skills quickly begin to catch up with their peers.
- Staff manage behavioural issues extremely well. For example, while they create great excitement among children, they skilfully and sensitively calm them down when required.
- The provider closely monitors children's learning, to identify any gaps in learning swiftly. She works closely with all staff and other professionals to ensure that children receive the support that they need. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- On occasion, staff miss opportunities to challenge and extend children's learning to the highest levels.

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

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

- make the most of all opportunities to fully challenge and extend children's learning to the highest levels.

### **Inspection activities**

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding about the procedures to follow if they are concerned about a child's welfare. Risk assessments are robust and staff are deployed well to care for children effectively. The provider follows robust recruitment procedures to help ensure the suitability of staff. Supervisory meetings and daily discussions contribute effectively to monitoring staff's performance. The provider ensures that new ideas, such as from training, are implemented with positive impact. For example, staff have made effective changes that raised the progress of children's communication and social skills. The provider works closely with schools that children will transfer to, to help promote continuity in their care and learning. She uses additional funding very effectively to benefit children.

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

Staff obtain detailed information from parents about their child's interests, home lives and achievements. They use this information well to help enable new children to quickly settle. Key persons share their observations and assessments effectively, to ensure all staff reflect on children's interests and build on their previous learning. Staff help children to develop their early literacy and mathematical skills. For example, they point out familiar letters and words to children and encourage them to count objects, for example when they fill pots and socks with gem stones and pieces of pasta. Children learn to make predictions about capacity and measurement, for example as they transfer objects into different containers. Children use tools for a purpose, such as when raking up leaves. They dig in the soil for worms and are proud of their successes.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They explain carefully the feelings and views of others to help children develop empathy and respect. This helps children develop the highest levels of self-control and consideration for others. For example, children recognise when others are upset. They show kindness and concern, and encourage their friends to actively talk through their feelings. Staff consistently listen to the views of children and are extremely sensitive to children's physical well-being. For example, children learn to make healthy food choices. They make independent decisions and work as a team to actively vote and write shopping lists for their weekly snacks. Purposeful outings, such as visits to parkland and woodland areas, help to contribute further to children's health and well-being.

### Outcomes for children are good

Children show high levels of independence and manage their own personal care well. For example, they wash up their plates after their snack without being prompted by staff and they know how to put on their own wellington boots. Children enjoy listening to stories. They use a variety of mark-making materials to help them develop important skills for early literacy development. All children, including those who receive additional funding, are ready to move on to the next stage of their education.

## Setting details

<b>Unique reference number</b>	509566
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10072970
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Cheetham, Nicola
<b>Registered person unique reference number</b>	RP512992
<b>Date of previous inspection</b>	1 February 2016
<b>Telephone number</b>	07778031691

The Monkey House registered in 1997 and is located in Basingstoke, Hampshire. It is open each weekday during school term time. Sessions run from 9am to 3pm on Monday, Tuesday, Wednesday and Friday and from 8.30am to 3pm on Thursday. The provider is in receipt of funding for the provision of early education for children aged two, three and four years. Of the six staff who work with the children, all hold relevant qualifications at level 3 or above. The manager holds a relevant degree and she has achieved qualified teacher status.

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