

Little Monkeys Day Nursery

18 London Road, HORSHAM, West Sussex RH12 1AY



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| Inspection date | 9 May 2019 |
| Previous inspection date | 26 October 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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

- Managers have worked hard to improve the extent to which parents are involved in children's learning. As a result, they have established strong partnerships with parents and high levels of continuity in care for children. Staff successfully ensure parents are well informed about how they can support children's progress at home.
- Staff know children very well. They have a good understanding of each child's individual learning styles and characteristics. Staff use this knowledge to plan activities that meet children's next steps in learning.
- Managers provide nutritious and balanced meals and snacks to promote children's well-being. Staff have greatly benefitted from training to help them better provide for children's health and to guide parents in how to continue this at home.
- Children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress from their starting points.
- Staff receive great support from managers to develop professionally. They benefit from frequent supervisions where managers praise their good practice and plan for their ongoing development. Staff have good opportunities to develop qualifications and skills, which they implement effectively to improve the outcomes for children.
- At times, staff miss opportunities to fully challenge children to consider their own thoughts or to develop their own solutions to problems they may encounter.
- On occasions, managers do not organise all parts of the daily routine in a manner which minimises disruption to children's learning.

What the setting needs to do to improve further

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

- work with the staff team to improve the teaching strategies used, in order to ensure children are consistently challenged to develop their own thoughts and to problem solve in their play
- review the organisation of routines, including group times, to consistently meet the needs of all children.

Inspection activities

- The inspectors observed activities inside and outdoors.
- The inspectors talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspectors looked at children's assessment records and staff planning documentation, and checked evidence of the suitability and qualifications of staff.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The lead inspector carried out a joint observation of staff practice and children's learning with the manager.

Inspectors

Kerry Lynn
Gwen Andrews

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a consistently strong knowledge of safeguarding procedures. They know how to keep children safe and how to recognise if their well-being is at risk. This is due to the robust systems managers use to reinforce staff knowledge. Managers make effective evaluations of practice and have clear actions in place to enhance the quality of the provision. For example, they have recently implemented new arrangements to ensure the needs of the children moving from the toddler room to pre-school can be met more precisely. Managers robustly monitor the progress children make to accurately assess the effectiveness of teaching. They use these assessments to make effective improvements. For instance, recent action has led to an overall improvement in children's progress in mathematics.

Quality of teaching, learning and assessment is good

Staff plan a wide variety of activities for children that include frequent outings in the local community to support children's learning. Staff successfully ensure that children develop skills to support them in their future learning. For example, babies develop good communication skills as they play games that include repetition and eye contact with staff. When staff hide objects, children delight as these reappear. Staff support toddlers effectively to develop their hand strength and control of tools. Toddlers demonstrate this as they enjoy making pictures with different mark makers or put building bricks on top of a tower with care. Staff provide stimulating activities for older children. For example, they begin to learn about the sounds letters make and happily name words that begin with given letters.

Personal development, behaviour and welfare are good

Staff develop strong relationships with children, who feel safe and secure in their care. This is demonstrated when toddlers show confidence in exploring new activities when a staff member is close by. Staff effectively teach children how to keep themselves safe. For instance, children follow rules when they go on outings and understand why these exist. Staff prepare the children who are moving to other settings, including school, sensitively. For example, they teach children how they will be expected to behave at school. Children proudly show off their 'school legs' when they are sitting. Staff provide a range of activities to help children recognise that everybody is different, including trips to meet the elderly residents of a local care home.

Outcomes for children are good

Babies develop a strong sense of their own identity. For example, they love looking in mirrors and hearing staff say their names. Toddlers learn to manage their own personal hygiene effectively and benefit from the consistent routines staff arrange with parents. Older children develop strong friendships and show confidence to participate in whole-group activities. Children show an eagerness to explore and make discoveries. Toddlers find out what happens when they pour water into funnels and test this out repeatedly. Pre-school children excitedly call staff over to see the interesting insects they have found. Children display a good understanding of number. For instance, they carefully check that there are enough plates when laying the table for lunch.

Setting details

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| Unique reference number | EY287683 |
| Local authority | West Sussex |
| Inspection number | 10060531 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 120 |
| Number of children on roll | 206 |
| Name of registered person | Little Monkeys (Horsham) Limited |
| Registered person unique reference number | RP521838 |
| Date of previous inspection | 26 October 2015 |
| Telephone number | 01403 230404 |

Little Monkeys Day Nursery registered in 2004 and operates in Horsham, West Sussex. It is open from 7.30am until 6pm Monday to Friday for 51 weeks of the year, closing for one week at Christmas. There are 35 staff employed at the setting. Of these, 21 are qualified at level 3 or above, including three members of staff with qualifications at level 6. The setting receives funding for early years education for children aged two, three and four years.

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