

# Inspection of Monkey's childcare at Monkspath Junior & Infant School

Monkspath Junior And Infant School, Farmhouse Way, Shirley, Solihull B90 4EH

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Inspection date: 10 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff are sensitive and caring and offer warm interactions that support children's play. They know their key children well and place a strong focus on settling new children in. Key persons offer babies and children comfort and reassurance when they are upset. This helps every child to gain a sense of belonging and to settle quickly. Babies and children show they feel safe. They enjoy exploring the stimulating, inviting environments that staff provide. Babies master the art of walking and explore natural resources with interest. Toddlers enjoy making music with musical instruments. They show good muscle control as they play in the water and spend time tipping and pouring into different-sized containers. Older children delight in playing imaginatively with their friends, and they speak confidently about the characters they are dressed up as. Older children work together to solve problems. For example, they work out how to transport more water over to the tray containing ice blocks to melt the ice quicker. Staff have high expectations for all children, and they are dedicated to providing the best start for every child. All children's behaviour is good. They are polite, well mannered and are respectful of their friends, staff and visitors. Children enjoy playing outdoors. They take pleasure in painting the ship with water and taking turns on the slide and see-saw. Children learn to take risks as they climb on age-appropriate equipment.

### **What does the early years setting do well and what does it need to do better?**

- The manager and deputy manager lead a dedicated staff team. They have a strong overview of the setting and work closely with the school's leadership team. Together, they work hard to continue to evolve the setting in order to improve outcomes for children. Staff are encouraged to take ownership of the rooms they work in. They are involved in the setting's overall evaluation and are encouraged to be critical and reflective. The manager and leadership team have completed literacy and mathematics audits. They have provided staff with ideas and training to support them with the planning of their curriculum.
- Staff's well-being is thoughtfully considered. They benefit from an annual appraisal and have regular supervision meetings. Targets are set, and some training needs are identified to develop staff practice. However, areas for professional development are not sharply focused for every member of staff to help them raise their practice to the highest level.
- The manager lacks some understanding of the requirement to complete the progress check for children aged between two and three years. Therefore, staff do not consistently complete this check for every child, in order to provide parents with a written summary. However, there is minimal impact on the children because all staff assess children regularly and identify their next steps in learning. They meet with parents regularly throughout the year and provide them with verbal feedback about how their children are developing and any

gaps in learning are discussed with them.

- The special educational needs coordinator is very enthusiastic and passionate about her role. She shares any concerns with parents and gains consent to involve outside agencies at the earliest opportunity. She supports staff well to implement targeted interventions, where necessary, to close gaps in children's learning.
- Children's behaviour is good. Staff are positive role models. They encourage all children to share and take turns and to think about the consequences of their actions. Staff working with the older children use 'Bella Bear' to help them to discuss their feelings and encourage them to talk about the similarities and differences in others.
- Children's personal development is supported very well. They learn from the values that underpin the setting and make very good progress in this area. Staff encourage children to manage their own needs. For example, babies are encouraged to feed themselves, and young children are shown how to wash their hands. Staff share experiences and make good use of enjoyable rhymes to help all children make sense of healthy practices. Older children are increasingly independent when managing their own self-care.
- The arrangements for transitions, when children move into the setting and from room to room, effectively support children's emotional well-being. However, new key persons do not always gain sufficient information about children's next steps in learning so that they can plan immediately for every child. Consequently, on occasions, activities are not adapted to inspire children's learning and help them reach the highest levels of attainment.
- Children gain a solid foundation and are extremely well prepared for school. Staff provide many opportunities for children to make marks and to develop the skills needed for writing. Staff encourage children to count quantities and to compare sizes throughout a range of activities. Children benefit from stories, songs and rhymes. Staff encourage parents to continue this learning at home as each week they provide story books for children to read with their parents.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant about children's safety and demonstrate effective safeguarding practice. Children benefit from a safe and secure environment. Staff complete daily risk assessments to identify any hazards. There are rigorous collection procedures in place to ensure that children are collected safely. All staff complete annual safeguarding training. They are alert to the different types of abuse that a child may suffer. Staff are aware of the reporting procedures and are confident to raise concerns with the senior safeguarding leads. They are informed about wider safeguarding issues, such as the 'Prevent' duty and how to follow whistle-blowing procedures.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
complete a written summary of the progress check carried out for all children aged between two and three years and share this with parents.	28/03/2020

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

- increase professional development opportunities so that every member of staff is supported to build on their skills and enhance their teaching practice
- support staff to use assessments of children's learning to plan more effectively for transitions within the setting, so that all children continually benefit from activities closely linked to their next steps in learning.

## Setting details

<b>Unique reference number</b>	EY548267
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10107009
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Monkspath Junior & Infant School Governing Body
<b>Registered person unique reference number</b>	RP548266
<b>Telephone number</b>	0121 705 2686
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Monkey's childcare at Monkspath Junior & Infant School registered in 2017. The nursery employs 15 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3. One holds a relevant early years degree and two have completed a foundation degree in early years. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma McCabe

## Inspection activities

- The inspector was accompanied by a shadow inspector. They completed a learning walk with the manager to understand how the early years provision and curriculum are organised.
- The inspector observed a range of activities, both inside and outside. She evaluated the quality of staff interactions and assessed the impact on children's learning.
- The inspector took part in a joint observation with the deputy manager.
- The manager, deputy and school leaders engaged in professional discussion with the inspector regarding safeguarding procedures. The inspector held discussions with the manager about staff training, well-being, recruitment and induction.
- The inspector spoke to parents, staff and children throughout the inspection, at appropriate times, to gather their views on the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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