

Inspection of Little Monkeys Charlbury

Chapmans House, Church Street, Charlbury, Oxon OX7 3PP

Inspection date: 9 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the setting and are greeted by warm and friendly staff at the door, who then take them to their classes. Due to the COVID-19 pandemic, parents do not currently enter the building. However, children enter confidently, demonstrating that they feel safe. They have a range of activities to explore, both inside and outdoors. Well-planned and maintained spaces provide a range of play experiences, including a large purpose-built mud kitchen, where children cooperatively work to pump water to buckets. Children show excitement as they play and enjoy riding on bikes and toys. These are all marked in numbered bays, which helps to reinforce early mathematical knowledge as they make the connections in numbers.

Children can use the nursery library, choosing books to take home to share with parents. This emphasises the importance of early readers and giving access to books. The setting has a core book list of 12 titles that they focus on. Children can access these books throughout the day and via the library. The impact of this can be witnessed in the garden, where they take part in a 'Gruffalo' hunt. Children happily dance to music with actions. They recite songs from memory and demonstrate confidence while moving to music. Children explore oral health through role-play experiences. They play with real toothbrushes and large teeth models, and can dress up in doctors' coats. The children also experience play with real-life objects, such as teacups and crockery.

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

- Children behave very well. Relationships with staff are strong, warm and supportive. This is demonstrated by confident, happy children playing alongside their peers.
- The staff comment that they feel well supported by a confident management team. They reflect on how the setting feels more like a family. For example, care and understanding around personal health appointments are recognised. Staff benefit from regular supervision meetings and are starting to introduce peer-on-peer observations to support their work as a team.
- The manager demonstrates a strong commitment to providing an ambitious curriculum. She has a clear vision for the future of the nursery. The manager and staff ensure all areas of learning are planned for to help support children's progress and develop skills needed to support their future development.
- Overall, staff are good role models. For example, they are caring and friendly to children when helping them settle into the daily routine. However, at times, staff do not share the curriculum intent set by the manager that fully supports the development of communication and language. For example, time is often spent on routine chores rather than sat talking with children.

- The views of parents are positive. They state that they are kept fully aware of the setting's events and activities via the online parent portal. Parents state that they feel regularly updated about nursery events. They share artwork and photographs with the staff team.
- Management and staff make good use of additional funding to support children's development. They focus on children's individual learning outcomes and what will best help narrow gaps in their learning. For example, funding enables children to access forest school trips, and assists in the purchase of resources that support them to regulate their feelings and emotions.
- Staff teach children good hygiene routines. For example, the purchase of freestanding handwashing basins means children can easily wash their hands in the rooms. In light of COVID-19, these routine practices encourage children to learn how to keep themselves safe from germs and cross-infection.
- Management and staff provide a well-considered and stimulating outside play space. Children have fun taking part in a floating and sinking activity, showing curiosity about what will happen next. However, at times, the staff do not further children's curiosity by extending play provision or allowing them enough time to respond to questions.
- The manager has a development plan for the setting and shares this with the team at regular team meetings. She offers regular supervision which helps her to reflect on staff practice. This in turn helps her and staff to reflect on their practice and to identify further training needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of their roles and responsibilities for child protection. They know the signs and symptoms of abuse and how to report them to keep children safe. The manager ensures that all staff have completed safeguarding training, and records this centrally. Robust recruitment and vetting arrangements are in place to ensure that those working with children are safe and suitable. Staff are offered a detailed induction process to help them understand their roles and responsibilities. All risk assessments are in place to minimise any potential hazards. Any potential concerns are highlighted and minimised quickly to ensure the building is kept safe and secure for children and staff.

What does the setting need to do to improve?

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

- create a curriculum that has clear intentions for what children need to learn and support staff to deliver this effectively through their teaching
- give children more time to respond to questions and use their problem-solving skills.

Setting details

Unique reference number	EY447701
Local authority	Oxfordshire
Inspection number	10219771
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	57
Number of children on roll	86
Name of registered person	Little Monkeys Charlbury Limited
Registered person unique reference number	RP531657
Telephone number	01608 811828
Date of previous inspection	17 August 2016

Information about this early years setting

Little Monkeys Charlbury registered in 2012 and is situated in Charlbury, Oxfordshire. The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks of the year, excluding bank holidays. It receives funding for the provision of free early education for children aged two, three and four years. There are 23 members of staff. One of the owners/managers holds early years professional status and 18 staff hold appropriate early years qualifications at either level 2 or level 3.

Information about this inspection

Inspector

Stephanie Dorling

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had a learning walk with the manager through all areas of the setting.
- The inspector gathered views from parents in person and via written testimonials emailed to the manager. These views were taken into account.
- The inspector held discussions with staff members and carried out observations in the rooms.
- The inspector spoke to children about their experiences.
- The inspector looked at a sample of documentation, including the suitability of staff and training records.
- The inspector spoke with the manager about leadership.

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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