

Inspection of Our Monkey Club C.I.C.

Donisthorpe Primary School, Ashby Road, Donisthorpe, SWADLINCOTE, Derbyshire
DE12 7QF

Inspection date: 28 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery full of excitement and choose what they want to play with. They move around the setting, both inside and outside, with confidence. Children negotiate the outside equipment safely. They peddle tricycles and kick balls to each other, developing their large physical skills and spatial awareness. Babies show excitement when they use the musical instruments staff have provided for them. They hold the shakers tightly in their hands, using their small-muscle skills to shake the instruments. Babies giggle and laugh as they make further noises banging on the xylophone. Pre-school children develop the strength in their fingers as they pinch, prod and flatten play dough.

Children behave well and have an eagerness to learn. They take part in activities staff provide and spend long periods of time enjoying their play. Pre-school children play with the magnet fishing game. They concentrate and use their hand-eye coordination to catch the fish. Children listen to the member of staff, who tells them they have caught a hermit crab and a shrimp. Staff encourage the children to use the tablet to increase their information technology skills and knowledge of sea life. Children carefully scroll up and down the tablet pages and find the name of the other fish, which is a squid.

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

- Management and staff implement a curriculum that encourages children to explore and helps their future learning. For example, children enjoy looking at a book about a large, scary monster who has claws and purple spikes on their back. They listen intently to the story and repeat phrases from the book and name the different characters, such as the mouse and owl. This inspires the children who go off and explore the twigs and logs to make homes for their monsters. They use their imagination and exploratory skills well.
- The staff know what they want the children to learn. They follow children's interests and provide a selection of opportunities for children to explore and investigate. However, staff do not always support children to extend their mathematical knowledge. For example, children do not make frequent use of mathematical words in their everyday activities or practise their counting skills as they play.
- Staff support children with special educational needs and/or disabilities well. They provide a calm atmosphere and use visual aids to help children know what is happening next, to help their understanding of routines. Staff work with outside agencies, such as a speech therapist, to help meet children's individual learning needs.
- Staff interact with children in a positive manner and get down to their level as they talk to children. They provide a running commentary for younger children

to help their understanding of words. Staff speak clearly and hold conversations with older children. However, some do not support older children to give detail to their responses. As a result, children have less opportunities to extend their speaking or thinking skills.

- Staff help children to develop their personal skills and independence. Children choose when they have snack and know to wash their hands before eating. They enjoy a wide selection of fruit and vegetables and clear away their own plates and cup after using them. Older children put their own coats on before going outside and learn to do their zips up.
- Staff promote positive behaviour and support children to learn how to share and take turns. For example, children play harmoniously with their friends. They share the toys in the role-play area. Children play doctors and nurses and bandage staff hands as well as their friends. They play shopkeepers and take turns to use the till. They say, 'it's your turn' and let their friends have a go.
- The management team are supportive towards their staff. They provide regular supervisions and encourage staff to attend training. Managers and staff work well as a team. They are reflective in their practice and make changes to improve the learning for children. For example, because the garden was dull and uninviting, they planted flowers with the children and put in places for them to sit and also dig. Children now enjoy digging and playing in the soil, looking for worms and watching the bees.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a clear understanding of their responsibilities to safeguard children. They are confident about the procedures to follow should they have concerns about any of the children in their care. Regular training and staff meetings help to keep the staff's knowledge of legal requirements up to date. The management team follow robust recruitment procedures when appointing new staff to help to ensure that they are suitable for their roles. Staff supervise children well and carry out fire drills, so that children know what to do if they have to evacuate the nursery.

What does the setting need to do to improve?

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

- develop staff's use of questioning techniques to encourage older children to extend their thinking and speaking skills further
- strengthen the implementation of the curriculum for mathematics to support children to develop their understanding of mathematical concepts during their play.

Setting details

Unique reference number	EY451196
Local authority	Leicestershire
Inspection number	10198257
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 11
Total number of places	40
Number of children on roll	57
Name of registered person	Our Monkey Club C.I.C.
Registered person unique reference number	RP911053
Telephone number	01283 480 250
Date of previous inspection	30 May 2014

Information about this early years setting

Our Monkey Club C.I.C registered in 2012 and is located within Donisthorpe Primary School, Swadlincote, Derbyshire and has use of the school's facilities. The club operates all year round from 7am until 6pm Monday to Friday, except for bank holidays and a week at Christmas. There are seven members of childcare staff, of whom six hold appropriate early years qualifications at level 3 or above. The director has a Master's degree in childhood studies.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider has 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 her evaluation of the provider.
- The inspector completed a learning walk with one of the directors and manager and discussed how she organises and implements the curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector by telephone, so she could take into account their views.
- The inspector had a discussion with the director and manager about training and how they evaluate their practice and that of the staff.
- The director showed the inspector relevant documentation and evidence of the suitability of the staff.

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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