

# Inspection of St. Matthew's Little Monkeys Limited

St. Matthews Nursery Ltd, 45 New Street, Walsall, West Midlands WS1 3DF

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Inspection date: 21 September 2022

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

### The provision is good

Children are confident in the nursery and demonstrate positive attitudes to learning. They develop friendships with others and strong bonds with staff. Children have a can-do attitude, are motivated and curious. They have regular opportunities to make marks using a variety of resources, such as paint, pencils and chalks. They develop a love of books. Children are independent. They are keen to choose and lead their own play. They enjoy the responsibility of carrying out small tasks given to them by the staff, such as tidying up before lunch. Babies learn to feed themselves.

Children develop a good understanding of the benefits of a healthy lifestyle. They join in with exercises at the start of the day and learn about the impact on their bodies as they check their heart beat. Children enjoy balanced and nutritious meals that are freshly prepared daily. They demonstrate their understanding of healthy eating. For example, a child tells their friends 'Lollipops are not healthy' and that 'You can have them, but not every day'. Children learn to develop healthy habits. For example, they complete a chart at home each time they brush their teeth. Children receive a prize when the chart is completed and returned to the nursery.

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

- The manager and provider have high expectations for all children. They have devised an effective well-sequenced curriculum that covers all areas of learning and helps children to achieve their full potential and prepare them for their next stage of learning, including school. They work closely with parents and external agencies, so that children with special educational needs and/or disabilities (SEND) receive the support they need to help them to make the progress they are capable of.
- The manager and provider are extremely supportive of the staff team. Staff undertake regular training to enhance their skills and knowledge. This reflects in their good teaching practice and the progress children make.
- Parents speak highly of staff. They comment on the good progress their children make during their time in the nursery. Parents appreciate the regular information they receive about their children's progress, along with ideas and suggestions of how they can continue their children's learning at home.
- Staff have high expectations for children's behaviour. They support young children to manage their own feelings and behaviours. They gently remind children to wait their turn and talk to them about the importance of sharing with others.
- Staff know their key children well. They plan activities and experiences based upon children's interests and the skills they need to acquire next. However, they do not always recognise and respond to children's emerging interests and use

these to further extend children's learning as they play.

- There is a strong focus on communication and language development. The nursery works with parents effectively. For example, children take books home to read with their parents as part of the local 'Bookstart 1000 stories' initiative. Staff working with babies constantly acknowledge their babbles and gestures. They support toddlers to progress from speaking with single words to building small sentences. Older children are continually engaged in conversation by staff, who listen to what they say and ask questions to further develop their language and thinking skills. However, on occasions, children become distracted from fully listening and concentrating during adult-led activities, due to other activities taking place in the same vicinity simultaneously.
- Staff make excellent use of visual aids. This helps to support children's understanding of the routines. Additionally, this helps to support new children, children who speak English as an additional language and those with SEND to settle quickly and feel included.
- Staff support children who speak English as an additional language effectively. They find out key words from the child's home language to use in the nursery. This helps children to develop their language skills and communicate their needs.
- Staff support children's mathematical development. Throughout the nursery, children learn to count, recognise shapes, numbers and quantities.
- Children learn about the natural world as they harvest potatoes they have grown. They have great fun as they wash and prepare them for eating.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete daily checks of the premises and resources to help to identify and remove any potential hazards. This helps to ensure that the nursery is safe for children to play in. Managers and staff have a strong knowledge of the possible signs and symptoms of abuse. They know when and where to refer any concerns they may have about a child's safety and welfare. Staff supervise children at all times. Children learn to keep themselves safe. For example, they know they must not walk around with scissors.

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

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

- support staff to recognise and develop children's emerging interests during activities and play, to extend children's learning further and help them to make even better progress
- help staff to improve children's opportunities to listen and concentrate without distraction during adult-led activities.

## Setting details

<b>Unique reference number</b>	EY356225
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10235101
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	St Matthew's Little Monkeys Limited
<b>Registered person unique reference number</b>	RP527041
<b>Telephone number</b>	01922 474 660
<b>Date of previous inspection</b>	11 October 2016

## Information about this early years setting

St. Matthew's Little Monkeys Limited registered in 2007. The nursery employs six members of childcare staff. All hold early years qualifications at level 3 to level 6. It opens from 8am until 5.30pm, Monday to Friday, during term time. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

## Information about this inspection

### Inspector

Karen Laycock

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and manager and has taken that into account in their evaluation of the setting.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, provider and staff throughout the inspection. She looked at relevant documentation, including qualifications, and viewed evidence of the suitability of those working with children.
- The inspector spoke to parents during the inspection and took account of their views. The inspector spoke to children throughout the inspection too.

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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