

Inspection of Littlemonkeys Daycare

58/59 Watson Way, Winklebury, Basingstoke, Hampshire RG23 8AN

Inspection date: 18 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted with a warm smile when they arrive at this bright and welcoming nursery. Staff and children form strong relationships, and staff are ready to give a reassuring hug if needed. Children are confident to ask staff for help. Staff take an active role in children's play. For example, they taste the pretend meals children offer and crouch down and encourage babies to crawl over the play bridge. This boosts children's well-being and helps them to feel safe and secure.

Children's behaviour is good, and they play together harmoniously. When there are conflicts, staff gently draw them in to solve problems together, checking to ensure that problems are resolved. Children's attitudes to learning are positive. For example, children vote for the afternoon's snack. Children are eager to count the votes to see which fruit is the favourite. This promotes children's understanding of how their opinion contributes to that of the larger group or community.

Staff have high ambitions for children, including children with special educational needs and/or disabilities. They follow effective procedures to ensure that each individual child is supported with meaningful next learning steps. These are communicated well with parents, who also share their children's learning from home with the nursery. This collaborative approach supports children to make good progress.

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

- Children engage well in imaginative play. For example, they remember and re-enact their bedtime routines. They wash their hands in the pretend sink, demonstrating a secure knowledge of the process. Following a nursery trip on the bus, children make buses using chairs. Staff sensitively discuss the play with the children, which helps them to make sense of previous experiences.
- Staff make good use of local open spaces to promote children's physical skills. They visit local parks and the woods. Children kick balls into a goal and take turns to be 'Mr Wolf', chasing their friends when it is 'dinner time!' Overall, children benefit from their time out of the nursery, but staff do not always risk assess the differing needs, abilities and behaviours of the younger children in a group effectively. Some children want to leave the group to pursue their own interests and, at times, staff struggle to manage this. They spend time trying to coax the children back to keep them safe, and this impacts on the quality of teaching.
- Children's communication and language is developed successfully. Staff use clear individual words with babies, such as naming and pointing to animals in books. Children who speak English as an additional language are supported by key

words in their home language, which are provided by parents. Staff use sign language to accompany words, to promote children's speech and understanding.

- Children demonstrate a growing understanding of number. When playing a game with staff, children recognise the numerals on a spinner and spontaneously show the same amount with their fingers. They recognise small groups of dots on playing cards without counting them. Children are building a secure knowledge of number upon which to base further mathematical concepts.
- Leaders place a high priority on children's independence. Babies choose their play from a wide range of accessible resources. Older children pour their own drinks from the water dispenser and serve their own lunch. They find tissues to wipe their own noses and use the toilet independently. However, on occasion, staff are quick to help with tasks that children can complete themselves, such as putting on their own coats. This sometimes makes children more reliant on staff and reduces opportunities for them to develop self-help skills.
- Parents are happy with the care and support their children receive. They love the daily feedback, which they share with their children. They feel that staff know their children well. Parents notice that their children are making progress quickly.
- Staff observe children's interests and spontaneously build on them. For example, children notice that the lolly stick 'candles' on their play dough cake move when they blow them. With encouragement from staff, the children replace the candles and blow again, noticing that they cannot blow them down. This supports children's growing understanding of cause and effect and encourages them to test out their ideas.
- Staff are happy and feel well supported. They receive regular training on a wide range of topics. The manager makes good use of regular chats with her regional director and the managers of sister nurseries to update her knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to keep children safe. They know the signs and symptoms of abuse and have knowledge of wider safeguarding issues. They know how to report concerns. Staff are confident to take action if they are worried about a colleague's behaviour with children and know to whom to report a safeguarding matter. Staff have awareness of 'Prevent' duty and what to do if they think someone is being exposed to radicalisation. Staff make effective use of risk assessment in the nursery to assess and mitigate potential risk to children. Leaders check staff's suitability to work with children on a regular basis.

What does the setting need to do to improve?

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

- improve the way in which staff risk assess the needs, abilities and behaviours of individual children so that outings are better organised and children can benefit more from activities provided outdoors
- support staff to develop a more consistent approach to further promoting children's independence skills.

Setting details

Unique reference number	EY501686
Local authority	Hampshire
Inspection number	10264568
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	60
Number of children on roll	73
Name of registered person	Monkeymoos Daycare Ltd
Registered person unique reference number	RP535505
Telephone number	01256 898950
Date of previous inspection	19 June 2017

Information about this early years setting

Littlemonkeys Daycare registered in 2016. The nursery is located in Winklebury, in Basingstoke, Hampshire. It operates Monday to Friday, from 7am to 7pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. A team of 10 staff work with the children. Of these, six have appropriate early years qualifications to, or above, level 3.

Information about this inspection

Inspector

Jacqui Szrejder

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out joint observations of group activities on outings.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the staff working in the nursery.

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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