

Inspection of Little Monkeys Day Nursery

18 London Road, HORSHAM, West Sussex RH12 1AY

Inspection date: 19 April 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children receive a warm and enthusiastic welcome upon arrival. They separate from their parents with ease and staff are supportive of those who need more encouragement. Babies understand that staff are always on hand to offer warm cuddles and reassurance. This helps them to feel secure and to play, explore and learn. Young children receive good levels of praise and support from staff. This is not only verbally but also through doing a 'high five'. Children beam with a great smile showing they relish the praise for their achievements. This boosts children's self-esteem. Children learn to be resilient. When they accidentally take a tumble, they immediately get up, brush themselves off and return to their play.

Children understand appropriate boundaries and they listen to staff and follow instructions. For instance, older children set the tables at mealtimes and set out the cutlery and cups. Children enjoy the responsibility and staff praise them for their involvement. This promotes their independence and well-being. Children enjoy being outside playing with their friends. They have fun playing 'What's the time Mr Wolf'. They express their delight, laughing and running away when the wolf tries to catch them. Children understand the rules and join in with enthusiasm along with staff. Children show curiosity to find out more and they are active in their learning. They show confidence and demonstrate positive behaviour.

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

- The manager has clear intentions for the curriculum and what she knows children need to learn next. There are clear processes in place to gain and share in-depth information about children's development. This includes sharing with parents and other professionals to encourage consistency in learning.
- Staff work well with parents and other professionals to give the children the best outcomes. They know children well and understand how best to support them. Therefore children, including those with special educational needs and/or disabilities, progress well in their development. Staff use additional funding effectively to meet the learning needs of children.
- Staff skilfully plan activities from children's interests, and they extend learning successfully. For instance, when children showed an interest in habitats, staff created a snow scene to learn about arctic animals. They made snow using icing sugar and baking powder, adding salt to create a crunching sound. Children become engrossed in their investigations and staff support learning successfully.
- Babies thoroughly enjoy the activities that staff plan according to their needs and interests. For example, they explore the differing textures of the flour, pasta and pulses. Staff use single words to describe how the mixture feels to touch enabling them to hear new words. However, staff occasionally use the incorrect pronunciation for items and objects. This does not further encourage children's

speaking skills and understanding of the correct pronunciation.

- Toddlers like being physically active and join in with dancing and singing sessions. They take part in actions songs, which are clearly familiar to them, and they join in the actions with ease. For example, they lie down like a sleeping rabbit and then jump up and down when it is time to wake up.
- Staff readily use words in children's home languages to further support their development. For example, they talk about the food on their plates and use wording such as 'Trés bien' to praise the child for a job well done. This effectively supports those learning more than one language.
- Partnerships with parents are strong. Parents express that they feel involved in their children's learning. Staff value parent's opinions and listen to them to ensure the best outcomes for children. Parents comment about their children's complete readiness for school.
- Staff do not always make sure that they limit interruptions to children's play. They often take babies and toddlers, who are engrossed in their play, to carry out routine tasks, such as changing their nappies. This disturbs children's engagement in their learning experiences.
- The management team are effective and reflective in their approach. They successfully target aspects for development. Managers effectively share their roles and responsibilities to ensure that no one is overburdened. This has a positive impact on the whole staff team.
- Staff well-being is of great focus and importance to the management team. There is an ethos of supportive supervision for staff. This helps them to continually share information and to offer a good-quality service.

Safeguarding

The arrangements for safeguarding are effective.

Managers create a robust safeguarding culture to keep children safe and protect their welfare. Staff demonstrate that they would act swiftly and without hesitation to keep children in their care safe. They confidently explain the correct processes to follow if they should have any concerns that a child is suffering from harm. Staff are watchful and understand the importance of acting on concerns without delay. There are effective procedures that management follows to help ensure that staff are suitable to care for children. There is a thorough checking system in place that begins at the application stage and continues throughout staff's employment.

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 use the correct pronunciation of words to further strengthen children's speaking skills
- enhance staff's awareness of gaining a good balance between carrying out

routine tasks, without interrupting children's engagement in their learning.

Setting details

Unique reference number	EY287683
Local authority	West Sussex
Inspection number	10284459
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	129
Number of children on roll	154
Name of registered person	Little Monkeys (Horsham) Limited
Registered person unique reference number	RP521838
Telephone number	01403 230404
Date of previous inspection	9 May 2019

Information about this early years setting

Little Monkeys Day Nursery registered in 2004 and operates in Horsham, West Sussex. It is open from 8am until 6pm, Monday to Friday, for 51 weeks of the year, closing for one week at Christmas. There are 51 staff employed at the setting. Of these, 28 hold an appropriate childcare qualification. The setting receives funding for early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Helen Penticost

Kelley Ellis

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and the inspectors completed a learning walk together and discussed the early years curriculum.
- The inspectors carried out joint observations.
- The inspectors spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspectors.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023