

Inspection of Littlemonkeys Daycare

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

Inspection date:

15 August 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The leadership team demonstrate a commitment to drive improvements. They have successfully met the previous actions and they have a clear vision about what they want children to achieve and learn. However, some staff practice in supporting children's health and well-being is not effective. Additionally, not all staff implement the curriculum learning intentions well enough to help children build on their knowledge and skills to a good level.

Despite the weaknesses, children are generally happy and settled and show that they feel safe in the care of staff. Children move around their room with confidence and make decisions about what to do. They make independent choices about their play and are generally interested in the activities provided. For example, babies have fun with shape sorters and the older children enjoyed exploring with the magnets. This helps to support their hand and eye coordination. Children have access to a well-resourced nursery environment. Staff provide and support children with a range of sensory activities, such as paints, cereals, and water, which children enjoy investigating and exploring with. Staff support children's behaviour and emotional development well, through effective praise and encouragement.

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

- Overall, staff demonstrate an appropriate understanding of what they want children to learn. However, the quality of teaching is variable. Some staff struggle to effectively deliver the teaching aims and intent of activities to a consistently good level. For instance, during an activity out in the community, staff do not consider how to include all children in sharing their views of what they can hear. Additionally, staff do not fully consider the key learning and length of the activity, to hold the interest of all the children. This does not support good quality teaching.
- Children eat well together and the new procedures implemented have improved the organisation of mealtimes. However, these have not been fully effective to ensure good hygiene procedures are maintained. For example, staff carry out children's plated food and communal self-serving bowls stacked up on top of each other. This is not hygienic and compromises children's health and well-being. Staff sit with the children while they are eating. However, they do not support them to understand how healthy eating contributes to their overall health and fitness.
- Staff do not show a secure understanding of how to promote children's good health. For example, during activities where children can explore real life foods, staff comment that children bite and eat the fruits and vegetables in the home corner. They then allow them to put them back for their friends to explore. This does not support children's good learning and does not help to prevent the

spread of infection.

- Staff interact pleasantly with the children and offer a consistent dialogue to them as they play. For example, staff in the baby room talk and sing to the children about the sounds the animals in the puzzle make. Older children enjoy stories, which are read engagingly to them. Staff ask the children questions. However, too often, staff do not give children sufficient time to think and respond to the questions asked.
- Children behave well and have clearly formed some good friendships. For instance, children take turns and help each other to dress up as they transform into superheroes.
- All children have daily opportunities to play outside, and they enjoy adventures in and around the local community. The garden is used well to support children's physical skills. For instance, children learn how to balance and move in different ways, such as hopping like frogs and marching like ants. Babies' physical development is supported well. For example, they use equipment to help them pull themselves up, and they develop their climbing skills as they explore on the inside steps and slide.
- Parents comment that they are happy with the care provided and their children are making progress in their development. They remark that they receive a good amount of information about their child's day and that their children show they are happy to attend. Relationships with other professionals are well embedded to support continuity of care.

Safeguarding

The arrangements for safeguarding are effective.

Children play in a safe, clean, and secure setting. They are well supervised by the staff, who are deployed suitably. Staff understand their responsibilities to safeguard children. They know the procedures to follow if they are concerned about a colleague's conduct and are confident in the signs and symptoms that might indicate a child is at risk of abuse. The manager is the designated safeguarding lead. They understand the importance of working with professionals to support families and to monitor children's well-being, as required. Effective recruitment processes are followed to ensure suitable staff work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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review hygiene routines to ensure necessary steps are taken to prevent the spread of infection, with particular regard to mealtimes	05/09/2023
improve the arrangements for developing staff's skills and knowledge, to raise the quality of education.	05/09/2023

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

- support staff to recognise when to give children time and encouragement to think about and answer questions
- extend strategies for helping children understand the importance of living a healthy lifestyle.

Setting details

Unique reference number	EY501686
Local authority	Hampshire
Inspection number	10304746
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	81
Name of registered person	Monkeymoos Daycare Ltd
Registered person unique reference number	RP535505
Telephone number	01256 898950
Date of previous inspection	18 January 2023

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 11 staff work with the children. Of these, seven have appropriate early years qualifications to, or above, level 3.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- The inspector spoke to available parents at the inspection and asked them about their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspection was carried out following the risk assessment process, following information we received about the provider.

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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