

Inspection of Mind the Monkeys Ltd

Harris and Pearson Building, Brettell Lane, Brierley Hill DY5 3LH

Inspection date: 3 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at this warm, welcoming, and friendly nursery happy and eager to see their friends. Staff greet children at the door with a smile, and children confidently separate from their parents, enter the nursery, and quickly settle to their chosen play. Children behave well because they are supported by staff to learn the rules and boundaries of the nursery. Staff offer children praise and encouragement for their achievements. Children thrive on the praise they receive. This helps to foster their emotional well-being. Staff value children's home lives. Babies enjoy looking at family photographs displayed on the wall. They excitedly point to their family members, naming them as they do. Staff working with toddlers sit on the floor and read stories to children. Children confidently join in, repeating familiar phrases and pointing to the pictures. Pre-school children make choices in their play from the well-resourced environment.

Children confidently involve staff and other children in their play. They have fun and enjoy the good range of activities and experiences on offer to them throughout the day. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning. They are gaining the skills they need to help prepare them for their eventual move to school.

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

- Staff provide children with a broad and balanced curriculum that helps them to make progress across all areas of learning. They know how young children learn and develop. Staff use observations and assessments of children's progress to inform the planning of activities and experiences. However, staff do not consistently focus on what children need to learn next to help them make even better progress in their learning.
- Staff promote children's communication and language skills particularly well. They engage children in frequent conversations and discussions throughout the day. They get involved with children's play and encourage children to make choices and share ideas to extend their learning. However, during some group activities, quieter children could be supported more to develop their confidence and join in with their peers.
- Staff act as good role models for children. They offer age-appropriate and gentle reminders. Children learn to share and cooperate with one another. They are kind and considerate towards their friends. The key-person system is effective. Staff know the children well and have developed secure relationships with children. Babies approach staff for cuddles and comfort when needed. Toddlers give staff 'high fives' as they walk into the room. Pre-school children invite staff to join them in their play.
- Children with SEND are well supported. The manager and special educational

needs coordinator ensure that children who need additional support are referred to other professionals in a timely manner. This means that they receive the help they need and make good progress in relation to their individual starting points.

- Children's physical well-being is promoted well. Staff ensure that children benefit from daily fresh air and exercise. Good hygiene routines are followed. Children understand the importance of washing their hands before mealtimes. Staff supervise children well while they are eating to ensure the adherence to individual dietary needs.
- Children's increasing independence is fostered well. Staff encourage children from an early age to help with tasks they can manage. For example, babies readily fetch a nappy from their bag when it is their turn to have their nappy changed. Older children learn to manage their personal care routines, using the toilet independently.
- Staff feel very well supported in their roles. They benefit from ongoing training and supervision sessions. This helps to build on their already good knowledge and skills. Staff express how valued they feel as part of the team. They say that the manager offers good support and guidance to them.
- Parents express their complete satisfaction with the nursery. They say that they are fully informed about their children's learning and development. Parents say that their children enjoy attending and are very happy and settled at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 focus more on the learning intention of the curriculum so that their teaching consistently focuses on what they want children to learn
- build on the opportunities for quieter children to develop their confidence and join in during group activities.

Setting details

Unique reference number	2684796
Local authority	Dudley
Inspection number	10322428
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	1 to 4
Total number of places	40
Number of children on roll	52
Name of registered person	Mind the Monkeys Ltd
Registered person unique reference number	2684797
Telephone number	07739422636
Date of previous inspection	Not applicable

Information about this early years setting

Mind the Monkeys Ltd registered in 2022. The nursery operates all year round, from 7am to 6pm, Monday to Friday, except for a week at Christmas and bank holidays. The nursery employs 18 members of staff. Of these, one holds early years teacher status, one holds qualified teacher status, one holds a level 6 qualification, four hold a level 4 qualification and two hold a qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

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 setting and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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