

Inspection of Monarchs Childcare Ltd (88)

88 Bridge Road, Grays, Essex RM17 6BZ

Inspection date: 19 July 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are cared for in a nurturing and exceptional manner. Highly skilled practitioners meet the needs of children, ensuring the care provided is of exemplary quality. They acknowledge each child's uniqueness and ensure children are equally included in all experiences. The calming and positive atmosphere promotes well-being for both children and practitioners. The stimulating and well organised layout of rooms, enables children the freedom to explore safely and spark their curiosity. Practitioners are caring and passionate about their roles. They support a happy and healthy environment for children to build their own unique characters. Children express their views, thoughts, feelings and ideas. For example, they choose when they want to go outside, select a story or when they are ready to have snack.

Babies are highly curious and show awe and wonder in their surroundings. They experiment making sounds using a wooden spoon and pans as drums. Practitioners provide supportive praise and encouragement which boosts children's self-esteem and confidence. Children chase bubbles, clap to pop them and show delight in watching them float in the sky. They peg socks on the line and practitioners teach children which socks match and are the 'same'. Children demonstrate negotiation skills when wanting the same toys and patience when waiting their turn. Practitioners teach children about the rules and expectations in a calm positive manner. Children benefit from highly trained staff who strive for the very best level of care.

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

- Practitioners teach children fundamental skills such as putting on their shoes, keeping themselves clean and how to become independent. Practitioners focus on embedding skills for life which will support children to reach their full potential. Children are well prepared for transitions between rooms and key persons know their children extremely well. Planning and assessment are robust, and information is gathered through observation and talking with parents to inform children's next steps. Practitioners are enthusiastic and inspiring role models to children.
- The curriculum is sequenced, innovative, and well planned for babies and young children. Children benefit from opportunities out in the community, supporting them to have early experiences of the world. Practitioners teach the children about habitats, what animals eat and how they grow. They watch as the caterpillar grows and makes a cocoon to then appear as a beautiful butterfly. Children use magnifying glasses to look closely and comment on what they notice.
- Babies climb in the sand independently, transferring sand and using their hands

as tools. Practitioners model the play and children closely observe them. Babies embrace the sensory experience as they take off their socks and feel the sand on their feet. Children dig with spades in the soil and use spray bottles of water to make marks. Practitioners teach children about how things grow and make links to healthy snacks such as fruit and vegetables.

- Children paint the petals of real flowers and talk about the parts of a flower. They mark make on white boards, following patterns and making shapes which builds their early writing skills. Children look in the mirrors and identify facial features and explore drawing self-portraits. Practitioners build on children's experiences adding new vocabulary in all aspects of play. For example, they point out the stamen of a flower and share a narrative for an imaginative story alongside play.
- Books, stories, singing and rhymes are shared together. Children show a fascination of the imaginative world of books. Practitioners teach numbers while counting the blocks and use mathematical language to describe size and shape. Children show high levels of perseverance and determination to 'have a go' for themselves. They relish in the achievements they make, clapping themselves and are eager to show practitioners. Babies babble and engage in early conversations with practitioners who attentively listen, wait and respond.
- The newly developed garden offers a space for fresh air and physical play. Babies who are starting to walk are exceptionally well supported. Children make progress in manageable steps. Practitioners hold children's hands and provide walkers for children to support themselves. Babies crawl and move about freely, interacting with their older peers. Caring practitioners gently rock babies to sleep outside, soothing them with singing.
- The leadership team sets high expectations ensuring practitioners know what their roles are. Management work hard to train staff to be highly motivated and knowledgeable. Team well-being is central to their ethos and practitioners feel strongly supported. Leaders are reflective and proactive in making changes where needed. Practitioners work together cohesively and are a strong supportive team. Children are provided with continuity of key persons and exceptional individualised care.
- Partnerships with parents are excellent. They recognise the practitioner's hard work and dedication to help children learn and develop. Parents have confidence in the practitioners and management team to look after children safely. They feel their children's needs are met by attentive and loving adults. Families and parents are included with activities and regular meetings help with information sharing. The nutritious menu provided at the nursery is warmly welcomed by parents.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY500087
Local authority	Thurrock
Inspection number	10344311
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 2
Total number of places	48
Number of children on roll	61
Name of registered person	Monarchs Childcare Ltd
Registered person unique reference number	RP900988
Telephone number	01375768100
Date of previous inspection	30 August 2018

Information about this early years setting

Monarchs Childcare Ltd (88) registered in 2016. The nursery employs 15 practitioners. Of these, 14 hold qualifications at level 2 and 3 or above, up to level 7. The provider holds qualified teacher status and a masters degree in education. The nursery opens from Monday to Friday, 7am until 7pm, all year round apart from bank holidays. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector

Helen Clutterham

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 talked to practitioners at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and leadership team about the management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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