

Inspection of Our Monkey Club CIC

137 Belvedere Road, BURTON-ON-TRENT DE13 0RF

Inspection date: 1 August 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

Staff have created a safe, warm and welcoming environment for all children. Children are greeted warmly by the staff, who talk to them about the plans for their session. The space, both indoors and outdoors, is set up with a wide range of resources, including a large home corner, self-selecting creative area and a comfortable space to settle down to look at a book. Children are secure and happy. They have strong relationships with staff. Staff listen to children and respect their opinions, giving them choices. For example, they explain what is about to happen when changing babies' nappies and wiping their noses. All children get plenty of exercise. They enjoy playing in the nursery garden every day. Children develop their physical skills well. They giggle, smile and chat as they push prams and pedal bikes around the garden.

Staff role model positive behaviours to support children to develop respectful relationships with others. Children are kind to each other and develop strong friendships. They are taught to be independent in their play, self-care and learning. For example, staff show children how to cut and peel their own fruit to enjoy during snack time then put their dishes in the bowl to wash. Staff support children to manage their own toileting and handwashing needs, and encourage them to keep having a go before they offer a helping hand. This gives children the key skills they need for their next steps in life.

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

- Leaders have a very clear vision for their setting. They reflect on their practice and strive to deliver high-quality care and education based on current research. Leaders appreciate and value staff and create a positive and supportive culture. Staff receive focused supervision meetings and training opportunities to ensure their knowledge is current and has an impact on children's learning. Leaders are passionate and committed to ensure all children receive the best start to their early education. This is embraced by all staff.
- Staff provide children with an ambitious and extremely well-thought-out curriculum that builds on what children already know and can do. Staff have good knowledge and understanding of children's development and set up exciting activities which capture children's interests and imagination. This promotes children's concentration and progress. For example, children spend time experimenting with water and comparing which boats travel the furthest. However, at times, staff miss opportunities to challenge and extend learning further so children can make even higher rates of progress.
- Staff create space for children to develop physical skills and move in different ways. Staff encourage children to balance and ride bikes to strengthen their big muscles. Children develop their fine motor skills as they spoon soil into

saucepans in the mud kitchen. This prepares children for early mark making.

- Children with special educational needs and/or disabilities (SEND) receive excellent support from skilled and knowledgeable staff. Staff work to implement strategies appropriate to children's individual needs. They work closely with parents and other agencies, following guidance and advice to meet children's needs. The shared responsibility to support children with SEND ensures that children receive the help they need to thrive. Each key person is dedicated to giving children the best chances. Parents are appreciative of this support and guidance.
- Staff develop children's communication and language. They speak with children frequently, asking questions such as 'I wonder if', and model how to hold a conversation. Children listen to staff, learn to share ideas and talk confidently. Staff give children time to think and respond to open questions. However, opportunities to extend vocabulary further, especially for older children to become excellent communicators with a rich variety of words, are sometimes missed.
- Partnerships with parents are good and well established. Parents are complimentary about the nursery. They comment on how friendly and caring the staff are. Parents praise staff for how they support children's dietary and medical needs, and they say that their children enjoy attending.

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:

- continue to develop staff's understanding of how to extend and challenge children in their learning so that they make even better progress
- provide children with more opportunities to extend their vocabulary further.

Setting details

Unique reference number	2684308
Local authority	Staffordshire
Inspection number	10353292
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 12
Total number of places	70
Number of children on roll	23
Name of registered person	Our Monkey Club C.I.C.
Registered person unique reference number	RP911053
Telephone number	01283 480250
Date of previous inspection	Not applicable

Information about this early years setting

Our Monkey Club CIC registered in 2022 and is located in Burton-on-Trent. The nursery employs six members of childcare staff. Of these, one has qualified teacher status, four hold appropriate early years qualifications at level 3, and one holds an appropriate qualification at level 7. The nursery opens from Monday to Friday, all year round, from 6.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Beardmore

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 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.
- Children spoke to, or communicated with, the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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