

Little Monkey's Nursery

27 Victoria Street, Windsor, Berkshire, SL4 1HE

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| Inspection date | 18/07/2014 |
| Previous inspection date | 01/07/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children are happy, confident and settled in the care of the staff.
- Staff are good role models and are well deployed supporting children's progress and development.
- Healthy menus are provided daily which greatly support children's well-being.
- Parents have good relationships with their child's key person and the partnerships with parents are a strong feature of this nursery.

It is not yet outstanding because

- Staff do not consistently extend learning opportunities for more able children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises with the manager and held discussions with management and staff.
- The inspector observed staff and children during activities and routines in each room of the setting.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a selection of policies and safeguarding procedures, staff suitability records, registers and self-evaluation records.

Inspector

Kim Andrews

Full report

Information about the setting

Little Monkey's Nursery is one of two nurseries operated by Little Monkey's Nursery Limited. It registered in 2005 and operates from premises close to Windsor town centre, Berkshire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each week day from 8am to 6pm for 51 weeks of the year. There is a small outside play area and staff make regular use of the local park situated across the road. There are currently 95 children on roll in the early years age group, some of whom attend part-time. Children come from the local and wider community. Staff support children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery employs 20 members of staff. The manager and 13 staff hold appropriate early years qualifications. There are six staff working towards a qualification. The nursery also employs a cook.

What the setting needs to do to improve further

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

- develop further ways to extend the learning opportunities for more able children by providing additional resources and consistently using open-ended questioning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan a good range of learning opportunities with the children's interests in mind, therefore increasing their enjoyment. As a result, the children display positive dispositions towards learning. All staff use a consistent format to plan throughout the nursery and the next steps for children's individual learning are also well thought out. Staff provide good opportunities for the youngest children to develop communication and language, physical development and personal and social and emotional skills. For the older children, staff plan additional daily opportunities to promote their development in literacy, mathematics, expressive arts and design and understanding the world. Staff monitor children's achievements and consider which activities to offer next in order to promote children's development.

Staff provide a nurturing environment for the children and the atmosphere is calm and secure. They carefully observe and listen to children during activities in order to improve their learning. For example, an adult provides running commentary as children play with sand and foam. She encourages young children's communication skills by asking them about what they are doing. Babies babble contentedly as they play with sand. Staff encourage children's physical development is encouraged as children play with spades and

soft balls. Staff support babies to stand when they are ready, holding them gently to walk around the room. The interaction with babies is good. For example, staff sing to them as they enjoy rocking happily whilst gripping onto the adult's fingers. Staff demonstrate a good awareness of children's needs they provide a musical instrument to a child who demonstrates keen interest. The child flaps her hands excitedly and smiles when the electronic musical keyboard is used.

All children are working comfortably within the typical range of development expected for their age. Where starting points are lower than other children of the same age, staff closely monitor their progress and provide extra support. Staff seek additional advice and guidance from external specialists and good relationships with parents also help to close any achievement gaps.

Parents contribute to their child's progress file through parent's observation sheets so that the folders are a clear representation of the learning that has occurred at home and in the nursery. Some parents are encouraged through reminders by email, newsletters, or key-worker communications. Parents' contributions enable strong working partnership between home and nursery. During each child's induction process, staff obtain information about the child's likes and dislikes and this information ensures they can help children to settle effectively. During the first few weeks, staff complete an entry assessment with the parents to establish children's starting points. After six weeks, parents and key workers meet again to discuss children's needs, development and progress.

The contribution of the early years provision to the well-being of children

The strong key-person system helps children to settle in and develop a sense of attachment and security. Children confidently seek physical comfort from their key person and other familiar staff, by coming to a practitioner for a cuddle when they arrive in the morning. There are quieter areas of all the rooms where children spend quality time with staff and other children. It is usually the key person who changes each child's nappy so that the child feels secure at this very personal time. Children are happy, content and confident and all children cheerfully interact with each other and with the adults when they arrive at nursery.

Children's behaviour shows that they feel safe in the setting. The children's independence is encouraged as appropriate for their level of development. For example, children learn to use the toilet and wash their hands independently. Staff use incentive charts and enable children to take responsibility for simple tasks to reward their good behaviour. Staff risk assess all areas, furniture, equipment and toys so children can play and learn in safety.

Staff provide children with healthy food and regular drinks. The menu takes advantage of seasonal and organic produce. Staff introduce children to an extremely wide variety of foods and drinks and engage in experiences to develop their understandings of healthy eating. For example, children enjoy planned cooking activities and food tasting. Staff teach children how to plant and grow vegetables to be used in the cooking. They encourage children to eat at least five portions of fruit and vegetables. Mealtimes are a relaxed and

social time where the children are able to discuss with the practitioners what they are eating. The pre-school children serve themselves at meal and snack times making this a sociable activity.

Children approaching school age visit their new school with their current key person and their teacher will often visit to observe the child in the nursery environment. Staff complete an assessment of children's progress to share with the teacher. These practices help to support each child's move from nursery to school effectively.

The effectiveness of the leadership and management of the early years provision

Management and staff prioritise systems to safeguard children. The management team have a robust system for recruitment that helps to ensure the suitability and qualifications of those that come into contact with children. They provide new staff with a thorough induction, including safeguarding training provided by the local authority. All staff have a good understanding about how to keep children safe. Staff are aware about the steps to take if they have concerns for a child and the lines of responsibility within the management team. This contributes to continuity of care and children's well-being.

The nursery management team continually considers ways of self-evaluating the nursery practice. Management and staff discuss improvements during every day practice. Staff meetings sometimes include self-evaluation discussions and staff contribute well. Action plans involve contributions from staff and parents. Staff form positive, close relationships with children, and consider their needs and views to identify areas for development and improvement.

The management team is aware of the importance of working in partnership with other professionals, such as speech and language therapists. They liaise closely to support children and contribute to individual education plans for children who need additional help. Children benefit from the working partnership between professionals and the key person and the inclusion co-ordinator at the nursery.

Management is keen to support staff to continually improve their practice. Staff are offered individual feedback on a regular basis to continuously develop their performance. Managers also provide opportunities through training meetings in order to increase confidence. For example, management plan staff training to support the delivery of creative experiences that can also provide extension for children's development.

Parents are complimentary about the strength of staff relationships with children and the warm, caring nature of the staff. Staff provide useful information to parents, and, where necessary, advice and support on aspects such as toilet training and weaning. Staff work closely with parents when new siblings arrive to ensure that older children continue to feel secure. Managers monitor the success of the partnership with parents to implement new ways of communication, as required.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|----------------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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|------------------------------------|-----------------------------|
| Unique reference number | EY316456 |
| Local authority | Windsor & Maidenhead |
| Inspection number | 834487 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 65 |
| Number of children on roll | 95 |
| Name of provider | Little Monkeys Nursery Ltd. |
| Date of previous inspection | 01/07/2009 |
| Telephone number | 01753 622 149 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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