

Little Monkeys Nursery

Inspection report for early years provision

Unique Reference Number	EY359555
Inspection date	22 July 2008
Inspector	Daphne Prescott
Setting Address	Grosvenor Road, Worthing, West Sussex, BN11 1QF
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Registered person	Holiday Club4Kids Services Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Monkeys is one of two nurseries privately owned. It opened in 2007 and operates from three rooms in a refurbished, single-storey building in Worthing in West Sussex.

A maximum of 55 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 27 children aged under five years on roll. Of these, three children receive funding for nursery education. Children come from the local and wider community. The provision has procedures in place to support children with learning difficulties and/or physical disabilities, and who speak English as an additional language.

The nursery employs four staff. The manager and a senior member of staff both hold degrees in Childcare and Early Years Professional status. Other staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as the premises are maintained to a good standard of cleanliness. They benefit from daily hygiene routines and the positive role models staff provide. For example, staff wipe tables before and after meal times and ensure that children wash their hands at appropriate times. This helps children to develop an awareness of the need to adopt good hygiene practices, to promote and protect their health. In addition, effective procedures, such as staff consistently wearing disposable gloves and aprons for nappy changing, sustain high levels of hygiene and prevent the spread of infection to help protect children. Staff have relevant first aid qualifications and procedures are in place for recording accidents and the administering of medication, for maintaining good health. Parents are informed of any accidents and their signature is obtained to acknowledge the entry in the accident book for the wellbeing of children.

Children benefit from receiving healthy and nutritious meals and snacks throughout the day, which takes into consideration their dietary requirements and parents' wishes. A cook, on the premises, prepares fresh home cooked food for the children. The cook holds a certificate in food hygiene. However, staff that may be involved at times in the food preparation and cooking have not received the appropriate training for the wellbeing of the children. Lunch time is a lovely social occasion where staff sit and eat with the children, which promotes the children's social skills and good manners. Children are encouraged to enjoy the foods and chat with their friends. Younger children are able to feed themselves with suitable utensils and staff give good support and encouragement thus promoting children's independence. Drinking water is offered throughout the day, staff also encourage the children to ask for a drink at anytime. They also ensure during hot weather, drinking water is readily available throughout the day to ensure children remain hydrated.

Children are developing well physically as they have the opportunity to run around and benefit from outdoor play within a secure environment. They develop self confidence in their physical skills as they move with control and co-ordination. Indoors and outdoors, they use a range of equipment and resources to develop competent small motor control. Children use pencils and chalk skilfully, pour small quantities of water accurately, tidy up after activities and use appropriate tools with sticking and cake making activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming, happy and child-friendly environment. They are welcomed enthusiastically by staff as they arrive each day. The nursery is attractively decorated with displays of children's work and posters which reinforces their learning. They benefit from the meaningful organisation of resources that are safe, well made and of good quality. Children have good opportunities to exercise their independence by being able to self-select the resources available for them from the open-fronted units. Play resources are stored and displayed attractively and appealingly for children.

The safety of children is important to staff, and any potential dangers are identified and quickly reduced. Staff ensure children in the nursery are safe, because they ensure that the nursery is well secured and that anyone wishing to gain entry is suitably identified before gaining access.

All visitors must sign the visitors' log book. Children are effectively supervised as correct ratios are maintained and staff are effectively deployed for children's safety. Therefore, they are well supervised at all times. High priority is also given to making sure children will be safe in an emergency. The fire drill is practised regularly to ensure that all children are taken to safety quickly in an emergency.

Children's well-being is also well protected because staff members have a clear understanding of their role in relation to child protection issues. They know the indicators of abuse and the procedure to be followed for reporting concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children really enjoy their time at the nursery. They arrive happy and confident and quickly settle into the daily routine. They are supported by kind and caring staff who are able to respond to their individual care, learning and welfare needs. Children laugh and have fun as they relate well to the staff and their peers. Consequently, they become confident to express their needs and wishes. New children are gently introduced to the routine and eagerly participate once established, as older children are good role models for them.

The younger children's care and wellbeing is promoted, as the staff have a good understanding of how to meet their needs. A range of activities are planned to encourage development in all areas. The nursery incorporates the Birth to three matters framework into the planning of activities and this supports children's learning. Younger children are participating in activities which are appropriate for their age and stage of development. For example, they are developing their senses as they sit on the floor and play with the wide selection of musical instruments. They have a lovely time giggling as they listen to the different sounds being made. Younger children laugh and have fun as they energetically join in action songs and enjoy singing with the staff. Their vocabulary is developing as the staff members ask open ended questions to encourage them to think and talk. They are imaginative as they dig and build with the wet sand and enjoy feeling the texture of sand as they pat it with their hands and drag their fingers through it to make patterns.

Nursery education:

The quality of teaching and learning is good. Staff skilfully observe children's efforts and respond appropriately to them. For example, they sit with children on a one to one basis ensuring they can complete the tasks successfully. Children have appropriate chances to reflect on their play and staff support this learning in a positive manner, intervening only when necessary. Staff observe the children during free play and focussed activities and use their observations to assess children's achievements. The written records of assessment clearly identify the progress children are making through the early learning goals. This is recorded in photographs, children's work and written observations. However, assessments do not fully include next steps in children's learning.

Children enjoy being in each other's company and demonstrate this by playing cooperatively together for extended periods. They are learning about taking turns and sharing. They enjoy the social experience of eating together and sharing personal experiences with each other while they have snack and lunch. Children are purposely involved with activities holding their attention. For example, children play shop and other children have a great time pretending to walk their dollies around the play room. Staff members encourage children to become involved as they

talk about the things that are in their shopping bag. Staff use their interaction with children to extend their learning. For example, children know by counting that 'six is more than four' when counting the fruit and vegetables. Children are learning about shape and space as they fit puzzles together and construct with bricks. They concentrate well and are curious to explore different activities, such as making cakes.

They have good opportunities for developing writing skills, and are beginning to understand that writing has meaning. Staff constantly speak with the children. They listen well and participate wholeheartedly in conversations. Children enjoy familiar songs and rhymes. They enthusiastically join in with the actions and demonstrate that they have great singing voices as they sing with great enjoyment. Their knowledge and understanding of the wider world is developed through a number of activities covering the main festivals from other countries. Children show interest in the world around them; for example, they enjoy a outing to the beach where they collect seaweed, shells and crabs to observe, investigate and explore different things. However, children have less opportunity to develop their skills through using information technology. They are learning about their local community through visits to the local shops, library and post office.

Children benefit from good opportunities for creative play. They explore colour and texture and they particularly enjoy and benefit from the free access to the creative resources. They use paper and paint and other materials to express themselves and make creative art and design. Children's work is respected as staff display their work positively in the setting and store samples of their work in folders.

Helping children make a positive contribution

The provision is good.

Children understand their own needs and begin to respect the needs of others and have formed strong relationships with staff and their peers. Children's behaviour is of a consistently high standard. They are confident, self assured and can work and play well on their own or with others. Staff members are well deployed and sensitive in their management of children and their behaviour. Consequently, children's spiritual, moral, social and cultural development is fostered. Children are treated as individuals by being allowed time to progress at their own pace, for example, finishing their meal without being hurried. They are also valued and respected by staff, and given appropriate praise and encouragement to enhance self-esteem and confidence.

Children are learning about the world in which they live by having access to resources that promote positive images of different cultures and varying needs. They learn about festivals and traditions celebrated in the local and wider community. Children with learning difficulties and/or disabilities are welcome in the setting. Staff members have a positive attitude towards this area of childcare. The manager is aware of her responsibility as a service provider to act in the best interest of a child. Staff, parents and external agencies work together to meet each child's requirements. There is a secure system to quickly identify children's needs and ensure they receive appropriate support strategies.

Children benefit from the friendly interaction between staff and parents. They are warmly welcomed and lots of information is available to them. This includes the nursery's policies and procedures. In addition, relevant information about the running of the nursery is provided on the notice board.

Children are able to settle with ease and they are supported by caring staff who liaise closely with parents about their child's activities and achievements. Staff recognise the importance of working in harmony with parents to ensure that children's needs are well met. Parents receive feedback from staff about their child's day.

The partnership with parents and carers in relation to nursery education is good. They are provided with information which explains the care and education that is provided for their children. In addition, parents are informed about the activities the nursery is working on to enable them to reinforce the learning intentions at home. Parents are encouraged to be involved with their child's learning. The key worker scheme ensures parents are kept informed about their child's progress and records of their child's achievements are presented and shared with parents.

Organisation

The organisation is good.

The leadership and management of the setting is good. The provider and manager are very committed to providing good quality childcare and education for children. They are good role models and effective managers. The manager and staff work well together as a team, and focus on the needs of the children. Children are making good progress in all areas of learning which is due to the staff's clear knowledge of child development and the Foundation Stage curriculum. The manager is aware the recording of children's future learning to help children progress through the stepping stones needs developing. The manager has regular meetings with the staff to discuss the care and education being provided to ensure it meets children's individual needs. There are clear systems to support encourage and motivate staff to ensure all staff are aware of their roles and responsibilities and focus on the needs of the children. These include good systems in place to identify and support training needs and working effectively as a team. They also meet regularly to discuss strengths and areas they wish to improve, which greatly helps benefit the children. For example, they are aware that they need to improve children's access to information technology and staff to attend food hygiene training.

The required documentation is in place to support children's health, safety and well-being. Robust recruitment and vetting procedures are in place, thus ensuring that children are protected and cared for by staff who have knowledge and understanding of child development. Children benefit from the positive and proactive approach of the staff as they have a strong commitment to the nursery. Children's individual records are maintained and shared with parents, which ensures the appropriate care is provided. Staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is supported by the effective deployment of staff because the provider and manager maintain the child-staff ratios which help to ensure children's wellbeing. The deployment of staff is good, ensuring all children are secure and happily engaged in activities. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure those responsible for the preparation and handling of food receive the appropriate training.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure systems are in place to develop the next step in children's learning
- develop children's access to information technology.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk