

St. Matthew's Little Monkeys Limited

Inspection report for early years provision

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EY356225

Inspection date

14/04/2011

Inspector

Adelaide Griffith

Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

St Matthews Little Monkeys Ltd is privately owned and was registered in 2007. It operates from one large open-plan room which is divided into three areas according to age groups. The nursery serves the local and surrounding areas and has links with the local schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 50 children may attend the nursery at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications to at least NVQ at level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making consistent progress in their learning and development. On the whole, their welfare is effectively safeguarded and individual needs are met. The self-evaluation process is used effectively to make changes that improve outcomes for the children and there are plans for further development to the provision. The managers and staff work well with parents and other early years providers to support children's care and learning. The setting provides well for the children who attend.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 28/04/2011

To further improve the early years provision the registered person should:

- promote further positive attitudes to diversity and difference with all children,

- helping them to learn to value different aspects of their own and other people's lives; this is specifically in relation to disability
- develop further the regular two-way flow of information with all parents to report consistently on children's progress.

The effectiveness of leadership and management of the early years provision

The managers ensure that vetting procedures are implemented rigorously to ensure that all adults who work with children are suitable to do so. Designated staff fully understand their responsibility to safeguard children's welfare and a wide range of policies is available for guidance. Safeguarding procedures are followed competently. For example, the premises are maintained in a clean condition and children are effectively protected against infection. However, information about who holds parental responsibility for children is not obtained as required in regulation. Consequently, their wellbeing is potentially compromised.

The managers are focussed on improving the setting for the benefit of children and their families. They encourage reflective practice through frequent staff meetings and the review of activities that promote children's learning. Through the appraisal system staff identify their goals for professional development. For instance, two members of staff are undertaking degree courses. Since the last inspection the free-flow system has developed to effectively maintain interest in learning indoors and outside. The managers and staff are keen to use the outside all year round and there are plans to develop this area further. The managers demonstrate a strong capacity to maintain continuous improvement through the self-evaluation process and they have competently addressed the recommendations from the last inspection. There is a shared perception of the strengths of the nursery. Parents agree that staff work well as a team and that there is an ethos of caring for children as individuals.

The partnership with parents is based on mutual respect and trust. Several methods are used consistently to maintain communication with parents. For example, written material is displayed on a parents' board and newsletters are issued regularly. Daily feedback is shared about children's experience and most parents receive consistent feedback about their child's progress on a regular basis. At times, the communication appears to falter. This means that the consistency is not maintained for all parents. Nevertheless, parents express satisfaction with the service they receive and the attention given to addressing children's care needs. However, they are not always invited to indicate how the planning can best address their child's learning needs. Consequently, children's learning does not consistently benefit from a joint approach. In spite of this parents know their child's key worker and this well-established system underpins interaction between staff and parents to promote children's wellbeing positively. The management works well with other early years providers to ensure that information is shared about children's learning. This contributes effectively to continuity in their care and learning.

The setting actively promotes equality of opportunities to ensure that all children

are involved in activities and all have access to available resources. A wide range of resources and activities are provided to promote children's understanding of other cultures. However, there are fewer activities to help children learn about disability and these aspects of diversity in society. Staff have caring relationships with children who have formed strong attachment to adults and this ensures that they feel secure in the setting.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding of the Early Years Foundation Stage and use a variety of methods to promote children's learning. Routine activities incorporate learning effectively. For example, before children wash hands they explain that the procedure removes germs and makes them clean. Children's awareness of making healthy choices is growing as adults talk about the benefit of eating vegetables. Children effectively learn about the community through outings to local venues.

Planning is underpinned by information gained from observations and staff include activities that specifically link to children's individual learning needs. Information gained from parents and carers about children's starting points are used as a guide to note what children can do. This is continued with a series of observations when children are settling to identify their overall development. Children are given support to participate in activities. For example, babies are helped to climb on to slides and they are gaining skills in throwing small balls. Older children receive guidance for planting seeds and they use watering cans with good control as part of the process.

The environment is welcoming with many examples of children's work and displays of learning activities. These are often used to recall experiences and to reinforce learning. Children demonstrate skills in mark making and their creative work is included in a learning journey for parents to access whenever they wish. Exploratory play is well promoted because staff talk about textures as children use rolling pins to flatten play dough and express their creativity by making a range of items. Children's language skills are developing well because adults maintain a flow of conversation and this encourages children to increase their vocabulary. All staff sit and eat with the children so that they represent positive role models and this promotes social interaction. All children have independent access to drinking water because individual bottles and beakers are stored within reach.

Children enjoy their time at the nursery. They take pleasure choosing laminated cards to indicate songs for a large group activity. They freely move around the nursery indoors and outside and this provides opportunities to extend their learning. Older children learn about the weather during play activities and they demonstrate a good understanding of how their bodies work. For instance, before going outside for play they explain that coats are important for providing additional warmth and that these can be removed to cool off. A wide selection of equipment enables children to develop their confidence and physical skills well. The accessibility of equipment such as the sand tray promotes children's ability to play unhindered for considerable periods and they are totally at ease in the setting.

Children are forming strong relationships with their peers. They play well together and some older children spontaneously help others by fetching drinks and tissues for use by their peers. Children are well behaved and they are developing self-help skills by tidying away after activities. Some older children take responsibility for dental hygiene after dinner and brush their teeth vigorously even when adults may be occupied for short periods in support of others. Children learn how to stay safe in the setting through reminders to use equipment correctly, for instance, to sit squarely on chairs. The wide range of activities ensures that children develop appropriate skills for the future as they progress towards the early learning goals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met