

Little Monkeys Day Nursery

Oaklands, Braithwaite, KESWICK, Cumbria, CA12 5RY

Inspection date	19/02/2014
Previous inspection date	09/08/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of teaching is good. Staff skilfully challenge and extend children's learning and as a result, they make good progress in relation to their individual starting points.
- The outdoor environment is an exceptional, well-organised and well-resourced play area where children's learning and development, and healthy lifestyle is promoted well.
- The nursery provides for an inclusive environment where all children are effectively included and form a secure attachment and a close bond with their key person.
- All staff have a good understanding of the safeguarding, health, hygiene and safety procedures. This ensures that children remain safe and secure at all times.

It is not yet outstanding because

- Staff do not fully evaluate the training they attend to consider the potential and actual impact on their practice and the outcomes for children in the nursery.
- In the baby room there are less visual stimulants and sensory opportunities used within the environment for the youngest of babies to increase the development of their senses and to explore the world around them.

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.

Inspection activities

- The inspector had a tour of the whole nursery visiting each room during the inspection. She observed children playing in the baby room, pre-school room and the outdoor play area.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector completed a joint observation and meeting with the manager.
- The inspector took account of the views of parents of the early years children who were spoken to on the day of the inspection and also written statements provided by parents whose children attend the nursery.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Little Monkeys Day Nursery opened in 2008 and is privately owned. It operates from a former dormer bungalow in the village of Braithwaite, near Keswick, Cumbria. The nursery serves the immediate locality and also the surrounding areas. They open Monday to Friday from 8am till 6pm, for 51 week of the year excluding bank holidays. Children attend for a variety of sessions. Children are cared for in two playrooms on the ground floor and one playroom on the first floor. Children have access to an enclosed outdoor play area.

There are currently 43 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children for whom English is an additional language and children with special educational needs and / or disabilities.

There are currently 14 staff employed at the nursery. Of these three staff hold an appropriate early years qualification at level 5. Five of the staff have qualifications at level 3 and three hold Qualified Teacher Status. There are also two qualified cooks who provide nutritionally balanced home cooked meals and snacks on the premises. The nursery is a member of the National Day Nurseries Association and receives support from the local authority. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- encourage staff to reflect more on the training they attend by, for example, considering the impact of their learning on their practice and how they can further improve the outcomes for children in the nursery
- enhance very young babies' sensory development and their environment by, for example, providing more visual and audio stimulants, such as hanging objects and soothing classical music.

Inspection judgements

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

Children thrive in this warm and welcoming nursery due to the good teaching strategies demonstrated by the whole staff team. Staff have a good understanding of how children learn. They use this knowledge to plan challenging and interesting activities that meet children's individual needs and interests. Staff gather a wide range of information from parents during initial meetings about what children can do and what they already know.

This ensures staff form an accurate and detailed assessment of each child's starting points and as a result of this the staff plan appropriate activities to support their continued learning and development. Tracking and monitoring processes show that all children are making good progress from their initial starting points, including children with special educational needs and/or disabilities and English as an additional language. There are a range of strategies in place to encourage parents to share information about their child, such as message books and message sheets, a magic moment board where parents can add comments and observations from home and daily interactions with key staff in each room. In addition the staff share a wealth of information with the parents so that they are kept fully aware of how they can continue their children's learning at home. Staff routinely observe children and use this to assess the next steps in children's learning and development. This is regularly shared with parents at parent's evenings and detailed in children's progress folders. Parents contribute their thoughts and ideas in to the progress check at age two, so a bigger picture of children's development is obtained and recorded together.

The quality of teaching is good. The staff demonstrate this both indoors and outside in their exceptionally well= resourced, stimulating and interesting, outdoor garden. Staff use opportunities during play to skilfully extend children's learning. For example, they encourage the children to add bubbles and paint to the rain water in the puddles to see what happens. Staff encourage children to grow flowers, fruit and vegetables in their growing area and hunt for bugs and insects in their natural habitat. Children build with bricks and staff provide child sized cement mixers so they can mix their own cement using the sand and water. Staff provide appropriate and timely interventions to support children's play. They constantly talk with them about what they are doing and give the children time to think for themselves before answering. Staff prompt children with questions to help direct the play. For example, when setting up the drain pipes, outside and when mixing powder paint inside. Staff sing with the children, they repeat and reinforce words and add new vocabulary to extend their speaking, listening and understanding. As a result of this, children develop good communication and language skills. Children in all the rooms have access to a wide range of books and other printed media, such as leaflets and magazines. The language rich environment includes Makaton signs in words and pictures which are displayed on the nursery walls. Children's home languages are fully recognised and words, pictures, and numbers are clearly and colourfully displayed throughout the indoor and outdoor play areas. This supports children's literacy and numeracy skills. In the baby room, staff provide a range of learning opportunities for children, which successfully engage them in their play. For example, children paint on walls, handle modelling dough, feel the texture of sand and water and explore a range of natural materials. However, for the youngest babies attending there is scope to enhance the environment by adding more visual stimulus and sensory resources, to help them develop their senses. Staff enable children to be able to make marks using different methods, for example, by using paint, gloop and flour. Older children recognise the letters in their name and competently write it on their art work. Staff support children's physical development exceptionally well. All children play outside and during their morning planning time they choose to do so and they decide how long they stay outdoors. Children enjoy riding the numbered bikes and cars and parking them in the associated number parking space. Staff teach children about traffic light sequences and using the road crossing so that they learn to cross the road safely. Children climb and

balance of large climbing apparatus and younger children hold staffs hands and walk round the garden to the canopy area where they investigate and explore the numerous baskets of natural materials. Water play is a big interest. Staff supervise children fishing in the three water containers catching the toy fish and support their exploratory instincts crawling through the grassed tunnel and foraging in the tyres and greenery. Children gain the skills they need to be effective active learners, who have ample opportunities to play and explore and become creative and critical thinkers through the support of the staff extending their learning.

Partnerships with parents are very good. Staff speak with parents daily to share information about what their child has been doing in nursery. Message books and record sheets are completed and given to parents who add their comments during the week about what children do at home. Staff explain what children are learning and give parents information about how play can be continued at home. Parents borrow books and story sacks to read with their children and attend special social and learning events in the nursery provided by staff. As a result, children are obtaining a vast amount of support in their learning and development to ensure that they are well-prepared for school.

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

Key persons support very good transitions within the nursery and on to school. Transition documents are shared between the staff so they build up a picture of the child and know what they are interested in. Children spend time in their new room with the support of their key person and in some cases where children have special educational needs and/or disabilities this is continued when children progress on to mainstream school. Parents feel valued and informed. They know who their child's key person is and feel able to approach them at any time to discuss any issues they may have with them. Staff know the children well and when younger children express their needs by pointing or babbling the staff are able to interpret their non-verbal communication and support what they need. Older children demonstrate that they feel safe and secure in the staffs company as they look to all staff for reassurance or cuddles during the day. As a result, children's emotional well-being is fostered well. Staff are knowledgeable about their key children because they find out from parents about their child's needs. They are a very warm, caring and approachable staff team who work collectively support all the children in their care by taking an active interest in what children are doing. As a result, children are happy and contented and form secure relationships with staff and a close bond with their key person.

The baby room is clean and well-maintained and children access a good selection of resources in low-level storage in all rooms. Staff sing to the children while changing nappies. They follow clear and safe nappy changing procedures and note any changes they see by reporting these in documentation and to the manager to follow up with parents. Staff follow sleep routines and organise the baby room for sleeping after lunch. Children's sleeping arrangements are followed after discussion with parents. Very young babies sleep in the wooden cot and two travel cots, in addition, baskets, cushions and individual mattress and quilt covers are available for the older children who require a sleep. During this time staff support the children and the ratios in all rooms are maintained. Lunchtime provides the opportunity for the male staff to join in and to be

included in the play and supervision of the children. Staff promote children's understanding of hygiene. Staff follow good nappy changing procedures and all bathroom areas are supervised when children attend to their toileting needs. Children are asked if they would like the doors left open or closed to when seeing to their own toileting needs. Children wash and dry their own hands and follow good hygiene practices throughout the day. For example, the morning snack is held outside under the canopy, where children sit on cushions and covers, and small seats or logs. The children during this time use antiseptic wipes to carefully wipe their hands to remove any dirt or germs. Staff talk to the children about hand washing and at lunchtime, they do this independently in their designated sink area in each room, before eating. Children's independence is also supported by staff encouraging them to dress and undress themselves, put on shoes and wellingtons and during play where they learn to mix water with paint.

Children's understanding of safety is promoted as staff remind children of potential dangers and how to stay safe. For example, during outdoor play staff offer gentle reminders to the children to be careful with the bikes and when using the large apparatus. Children demonstrate their understanding by following the rules and they readily talk about safe play and safety when using the wheeled toys. Children are provided with a range of varied, healthy home cooked and freshly prepared nutritious meals and snacks. Staff sit with children at mealtimes, encouraging and supporting the younger children in the development of independent feeding, self-help skills and they learn basic manners. The older children develop independent skills by self-serving their food and learn to competently pour their own drinks. Children are learning about the importance of healthy food as staff talk about broccoli and the other vegetables and explain how good they are for growing, strong, bones, teeth and hair and the rest of their bodies. Consequently, children enjoy their mealtimes and the healthy foods provided and these practical routines enable additional learning to take place. Children are developing a good understanding of healthy living and good opportunities to access fresh air and exercise. Staff provide a variety of outdoor activities to support children's physical skills and develop their small and large muscles. Children enjoy riding wheeled toys and climbing on, into and out of, a variety of equipment. Cooperative play activities, such as, setting out the tables for lunch and moving furniture, such as chairs, so that they have enough, help children to engage with others and to work co-operatively together as they play and when they help staff. Staff encourage children to share and take turns and give reminders of rules, for example, as they share the resources and use the outdoor and indoor environment. This means they play happily with each other. Staff support children's understanding of diversity by planning a range of activities to teach them about different cultures and staff use resources and visual images to effectively promote children's understanding of the difference and diversity of the world around them. Children gain an understanding of their own community through visits to local shops to buy fresh fruit and vegetables for the cook. Displays on walls show the visits and outings children undertake to other places of interest in their local area.

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

The manager and staff work well as a team. They are all able to demonstrate a good understanding of their responsibility to ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are fully met. There are robust recruitment and selection procedures in place to ensure that all staff are suitable to work with children. Staff are monitored and observed to ensure children are protected and staff's competencies are assured. Ratios and room numbers are adhered to, so children are well supervised. The nursery has a range of policies and procedures in place to help staff to keep children safe. These are constantly reviewed and implemented consistently across the nursery. Staff are well-informed about safeguarding issues and demonstrate a good understanding and willingness to act appropriately and in a timely manner. For example, staff know how to report concerns and regularly discuss scenarios about child protection issues and first aid to make sure they keep themselves up-to-date in the procedures and contact details. The manager and staff maintain all the required documentation and records, such as daily risk assessments which are completed to minimise risks and ensure that resources are safe and suitable for children to use. Accidents forms are completed and parents informed on the day. The vigilance of staff, consistent supervision of children and good security systems, such as visitor recording ensure that children are kept safe from harm.

The manager and staff demonstrate a clear understanding of their responsibility to meet the learning and development requirements of the Statutory framework for the Early Years Foundations Stage. Effective systems are in place to monitor planning and assessment to ensure staff are fully aware of the progress their key children make. The manager uses an effective tracking system. This ensures that the identification of any emerging gaps in children's development are recognised swiftly and this also includes, particular groups, such as those whose starting points are lower than expected when they first start at the nursery. Staffs overall performance and quality of teaching is also effectively monitored. There are effective systems in place for regular supervision and annual appraisals for staff and a comprehensive programme of targeted personal development is in place. If areas for improvement are identified, staff training or coaching is put into place. However, there is still scope for staff to reflect more on the training that they attend and include how the training will improve their practice or the outcomes for children.

The manager and staff regularly review and monitor the service they provide. Their ongoing drive for improvement is demonstrated through the clear and successful improvement plans that support children's achievements over time. Parents and carers are asked for their opinion through the use of detailed questionnaires. Positive statements are recorded praising the staff for the service they provide. Partnerships with parents, external agencies and other settings children attend are well-embedded. The nursery is proactive in developing strong links with many multi-agency workers, health and childcare professionals, and the local schools. Information is constantly shared with other early year's providers and the other professionals working with children and parents cannot praise the staff enough for inclusiveness of the nursery and the invaluable support and help their children receive.

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

Unique reference number	EY371284
Local authority	Cumbria
Inspection number	954747
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	48
Name of provider	Laura Fradsham
Date of previous inspection	09/08/2013
Telephone number	01768778192

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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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