

# Monkey Puzzle Day Nursery

Inspection report for early years provision

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**Unique reference number** EY394654  
**Inspection date** 06/05/2010  
**Inspector** Jill Nugent

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Monkey Puzzle Day Nursery registered in 2009. It operates from a converted house in Cheshunt. Access to the building is at ground level. The nursery is open from 7:30 am to 6:30 pm for 51 weeks of the year. Children have the use of three rooms, the pre-school room is on the ground floor whilst the toddlers and babies are based in two upstairs rooms on the first floor. The upstairs rooms are accessed via an internal staircase. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 72 children may attend the nursery at any one time and, of these, 18 may be under two years. Currently there are 22 children on roll, all of whom are in the early years age group. The nursery employs seven staff to work with the children, including the two owners and the manager. The majority of staff hold relevant early years qualifications. The nursery supports children with special educational needs and those who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and inclusive setting where children enjoy a variety of play activities and make good progress towards the early learning goals. All the required policies and procedures are in place and promote children's welfare and learning effectively. A key strength of the setting is the involvement of the owners and manager as part of the staff team, resulting in a consistent approach to childcare across the nursery. Staff work in partnership with parents and other providers to ensure that children's individual needs are met. There are effective systems of monitoring and evaluation which contribute to a good capacity to maintain continual improvement.

## What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and welfare) 04/06/2010
- carry out a full risk assessment for each type of outing (Safeguarding and welfare). 04/06/2010

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

- review the organisation of group times to provide a more beneficial learning experience for all children

- ensure that planning is effective in providing an enjoyable and challenging experience for all children.

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

The nursery's paperwork is well organised and easily accessible. There are good procedures in place to ensure that children are safeguarded. All health and safety records are well maintained. Staff carry out risk assessments of the premises so that potential risks to children are minimised effectively. Regular evacuation practices are organised to ensure that children can be evacuated from the building quickly and safely. However, staff do not carry out risk assessments of each type of outing to ensure that risks to children are minimised on outings. Staff know what to do if they have any concerns relating to child protection. They are aware of children's individual medical and dietary needs and are trained in first aid. However, they have not requested written permission from parents to seek emergency medical advice or treatment.

The nursery owners have made very good use of the spacious rooms to set up an attractive play environment where children can be active, or rest, according to their needs. There is a wide range of colourful and interesting resources that encourage children to explore. Children especially enjoy the garden area which offers a variety of play opportunities in natural surroundings. Staff are deployed effectively throughout the nursery and this enables them to respond to children's interests and offer support as children learn through play. Staff supervise children well and cater appropriately for their individual needs. As a result children are well settled and show a sense of belonging. There are sound procedures in place for supporting children with special educational needs. A variety of linguistic resources has been introduced to support children who speak English as an additional language.

The manager works closely with the owners to implement the Early Years Foundation Stage throughout the nursery. The management team are all very involved in the day-to-day running of the nursery and have good relationships with both staff and children. As a result staff work together well as a team. They have opportunities to attend training events to further their own professional development. The management team encourage staff to reflect on their practice, and to try out different approaches, in order to continually improve the outcomes for children. They use self-evaluation effectively to highlight their strengths and prioritise areas for further development, for example, extending the learning opportunities available to pre-school children. The nursery has developed close links with the nearby children's centre where they are able to seek advice and access training opportunities.

The management team has developed a good working partnership with parents and carers. Several interesting displays around the nursery are used to inform parents about the care and education on offer to their children. Staff exchange information daily with parents through written diaries and these provide an ongoing record of children's welfare and development. Parents have opportunities

to learn more about their children's progress at parents' evenings when they can talk with key workers and view the play rooms. They are encouraged to spend time in the nursery and to contribute to children's learning records, there by becoming involved in the children's learning. Parents' views on the provision for children are sought through questionnaires and followed up by the management team as part of their self-evaluation.

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

Children enjoy the freedom to make their own choices and to explore resources and materials in their own time. They often show delight as they use their senses in exploration, for example, when waving shiny paper strips outdoors, feeling a pink flour mix or listening to songs. Staff interact effectively with children, offering good support and talking with them during play. Children develop confidence as staff respond to their individual interests, helping them to access toys and activities. They enhance children's play by joining in, taking on roles and suggesting ideas. During free choice play, staff encourage children to acquire and develop new skills, for instance, when building models and drawing pictures. Babies enjoy a calm atmosphere and flexible routine, often becoming absorbed in their play as they investigate toys, sand and water. Older children gather together for group times as part of their routine, although these learning opportunities are not sufficiently well planned or organised to be beneficial as learning experiences for all children.

Staff have introduced an effective system of observational assessment and create learning journals for individual children which show their progress in each of the six areas of learning. Their recorded observations are used to determine children's next steps of learning so that these can be included in the weekly planning. The system works well in identifying focus children for each week so that all children are observed on a regular basis. In this way staff are able to move individual children on in their learning, for example, by organising activities to increase a child's confidence or language skills. However, the activity plans for the overall provision lack sufficient detail and consequently do not always enable staff to focus, or challenge, children in their learning on a particular theme or skill.

Staff are attentive to children's well-being, ensuring that they are cared for in a safe and healthy environment. There are various safety measures in place so that children feel secure in the setting. They are encouraged to be aware of personal safety through discussion and visits from community people, such as police officers. Children learn to adopt good hygiene practices. They are offered a healthy and well-balanced diet, including an array of fresh fruit and foods from different cultures. Staff continually review the menus in order to accommodate children's likes and dislikes. Drinking water is made easily accessible to children so as to minimise the risk of dehydration. Children are well-behaved and respond positively to instructions from staff. They enjoy taking part in creative activities and express their own ideas using different materials. They have fun outdoors as they ride in wheeled vehicles and join in ring games. Staff value children's differing cultural

backgrounds and organise activities based on different religious and cultural festivals to extend children's awareness of diversity.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3

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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