

# Monkey Puzzle Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY400914

**Inspection date**

04/10/2010

**Inspector**

Arda Halls

**Setting address**

St. Johns Church, Lansdowne Crescent, Notting Hill,  
LONDON, W11 2NN

**Telephone number**

07885 657507

**Email**

jenna.chapman@jcchildcare.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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

The Monkey Puzzle Nursery opened in 2010 and operates in three play rooms with adjoining kitchen and toilets in the crypt of a church in the Notting Hill area of the Royal Borough of Kensington and Chelsea. The nursery is accessible by lift or one flight of stairs to the lower ground floor of the building. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 7:00 am until 7:00 pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery is privately owned by J.C. Childcare Ltd. There are currently 40 children aged from five months to under five years on roll. Children do not currently receive funding for nursery education. Children come from the local and wider community. The nursery supports a number of children who speak English as an additional language. The nursery employs 13 staff, 11 of whom are full-time childcare staff. All of the staff hold appropriate early years qualifications. Several staff are working towards higher qualifications. The nursery receives support from the local authority. The teaching method used is children learning through play.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children generally experience a balance of child initiated and adult led activities to support their learning and development. Staff have a developing knowledge of the Early Years Foundation Stage and have made sufficient progress in establishing systems to ensure that the six areas of learning are covered. This is a sound commitment to include all children and effective ways of doing this are achieved. Staff's secure understanding of how to promote children's learning through play means that they are able to meet children's learning and development needs appropriately on an individual basis. There is a basic awareness of where weakness in the provision exists and a general commitment to take improvement plans forward.

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

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

- conduct more thorough risk assessments identifying action to be taken to minimise identified risks
- ensure good hygiene practices are in place regarding hand washing, nappy changing and children's meal times
- plan and provide opportunities for children to develop problem solving, reasoning and numeracy
- improve fire safety precautions by ensuring doors marked 'Fire door, keep

- locked at all times' are locked
- provide an effective system to ensure that the individual needs of all children are met

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

Safeguarding regulations and duties are sufficiently met. The arrangements and policies for safeguarding are in line with requirements and they are systematically reviewed. Childcare staff are suitably trained and have sufficient skills and expertise. The setting sufficiently identifies potential risks and takes necessary steps to eliminate them. For example, the patio section of the garden is swept clean of leaves and spilled dough at the beginning of the day. Staff quickly dispose of collected rainwater before children go out to play. However, not all risks are identified. There is an unprotected electric socket in the main playroom and the perimeter fencing is not secure. The door of the office is not locked and a fire door to a cupboard used to store flammable materials is not locked. This means children's safety is compromised.

Staff are motivated to seek further improvements and are effective in focusing on priorities for improvement of the setting. For example, they seek out training such as 'First Aid' and 'Safeguarding children' as courses become available. They sufficiently monitor the progress and well-being of children and the quality of teaching and learning. Staff conduct basic assessments of their activities, but do not always provide sufficient challenge for children of all ages. For example, young children do not fully benefit from the dough making activity. Most children refuse to wear an apron and therefore are not permitted to play with the dough. However, the setting implements suitable plans aimed at improving areas of weakness, asking that children do not wear their best clothes when attending the nursery so they can take part in all the activities provided. Outcomes for children are broadly satisfactory and improving.

Resources are appropriate to support children's learning and development. However, some resources, such as the painting easel in the toddler side of the main play room are too large for children to easily access. Children's cots and high chairs are sufficient for the number of babies attending, but are bulky and take up considerable amounts of space in the designated baby area. However, the staff are aware of this and are presently undergoing an assessment of available space for the youngest children in the nursery. Planning and use of resources in the toddler room is not fully developed. This means that children are not fully engaged in activities that contribute to their learning and development. Some toddlers wander aimlessly and are not interested in the play that is available. Although learning takes place, this is not necessarily attributable to the environment and conditions for which the provider has responsibility. Safety and care for the accommodation and environment is adequate and the accommodation is suitable. Most children's development is satisfactory. The provider is taking the necessary steps to ensure resources and the environment are sustainable.

Self-evaluation is undertaken largely by the senior workers in the nursery

identifying a reasonable number of strengths and weaknesses of the provision. Levels of monitoring and analysis are adequate overall. There is some evidence of the beneficial impact on children's welfare, learning and development in the strategies for improvement. For example, portable wash basins have been purchased for areas of the nursery where there is no running water. However, they are not in use on the day of inspection. Leaders principally communicate their ambition for the satisfactory improvement of the setting.

The nursery promotes equality and diversity satisfactorily. The provider explains how she would challenge unfair discrimination. Outcomes for individual children are improving and adults take suitable steps to close identified achievement gaps. Levels of engagement with each child and their family are sufficient, but more could be done to overcome barriers to children's involvement and resulting achievements.

The setting recognises the importance of liaising with external agencies or services such as the local authority early years partnership. This enables children to get the support they may require and ensures the progression and continuity of learning and care. The setting communicates with other providers and partners to support children appropriately.

The setting generally has a positive relationship with parents and carers. Partnerships are satisfactory in all major aspects. The setting seeks the views of parents about important issues. Children are not fully involved in making decisions as they are very young, therefore opportunities to actively gain their views and suggestions have not yet been fully explored. There are sufficient times in which parents exchange information about their children with the staff which means they receive appropriate information about how well their children are achieving and developing. The setting keeps parents sufficiently up to date about the main events taking place in the nursery.

Children are beginning to show they understand about healthy lifestyles. They follow appropriate personal hygiene routines, such as washing hands before and after lunch although some children wash hands too far in advance of eating lunch. Some children are too young to understand the importance of engaging in regular exercise, however they generally enjoy their physical activities both indoors and out. Overall, babies and young children's healthy, physical and dietary needs are adequately met.

Children and babies are secure in the setting and most are beginning to display a strong sense of belonging. Most children are happy and settled and generally display confidence and self-esteem. Children are beginning to form positive relationships. They are developing skills working independently as well as alongside their peers. For example, they tidy up toys co-operatively when the tidy up song is sung. They are beginning to gain an understanding of diversity through activities and discussions. For example they listen to staff talk about Eid and they take part in celebrations such as Halloween. Overall, most children's behaviour is satisfactory.

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

The nursery is satisfactory in all major aspects. Adults have a sound knowledge of the learning and development and welfare requirements for the Early Years Foundation Stage. They have adequate resources to provide a sufficient range of activities and experiences to meet children's needs. However, the making of play dough is not well organised and children mostly do not join in. They are clearly interested in the activity, but are unable to take part as most children refuse to wear their aprons. The level of challenge is sufficient to interest and engage young children.

Observations and assessments are satisfactory and generally consistent in quality. Children's records are available for parents to view at any time. Children's observations, with accompanying photographs provide a clear picture of children's development. Children's achievement is sound in relation to their capabilities and starting points.

Adults generally manage children and their behaviour appropriately. Children feel safe and happy in the nursery; they play freely and are engaged in activities of their choice. This means children develop in confidence and self-assurance as they are appropriately occupied. Outings are not a regular occurrence in the nursery, however, the garden provides enough space that children can exercise and play without restriction.

The nursery provides a secure environment which reflects children's backgrounds and the wider community. Staff talk about the celebration of Eid and they talk about one another's countries. This helps children build secure relationships. Adults work sufficiently well with parents and carers to meet the needs of the children appropriately. Children work together steadily to tidy up and the staff praise them for their efforts. They enjoy receiving a sticker and praise for their help and staff record their positive behaviour so that parents can see how their children are purposefully engaged.

Most children are developing a sense of how to stay safe within the nursery. They use their initiative and take responsibility for their own safety, such as telling staff if water is spilled or the slide is wet and slippery. Overall, young children are starting to develop a sense of security and confidence within the nursery due to generally sound interaction between children and staff.

Children make satisfactory progress in communicating, literacy and skills relating to information and communication technology. For example, at all ages they enjoy playing with mobile phones. Opportunities to engage in problem solving, reasoning and numeracy, however are basic. They listen to staff count their buttons when nappies are changed and they count the stairs when they go in and out of the garden. Children are beginning to learn to co-operate with one another and to negotiate appropriately with their peers when working alongside them. For example, they negotiate with one another if they want the same toys. They make choices about their learning and show an interest about the things around them by

asking questions of the staff. Overall, children generally secure the skills they require in order to progress their learning.

Babies are beginning to learn early skills to support future learning. They show a reasonable interest in their surroundings. Babies benefit from the care and attention given to them. They stretch out their arms when they want to be picked up and clearly enjoy a hug and cuddle throughout the day. Staff are attentive and vigilant when it comes to babies feeds, they record how much they have taken at their meal times and are aware that babies need water too.

Hygiene practice generally is sound. The manager ensures that daily cleaning is carried out throughout the nursery rooms, toilets and the kitchen. Food is hygienically prepared and the staff remind children about the importance of hand washing. However, older children wash their hands too far in advance of eating their lunch. They play with their cutlery and often drop it on the floor as they wait to be served. Children are not noticed when they remove food from one another's plates. They complain of food being too hot and are not provided with a drink of water until the end of their meal. Outdoor shoes are worn by staff and visitors in the baby room which means the floors may not be sufficiently clean for children who are not yet walking. This compromises children's health and well-being.



## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

Met