

# Monkey Puzzle Wigston

Inspection report for early years provision

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**Unique reference number** EY438085  
**Inspection date** 04/07/2012  
**Inspector** Claire Jenner

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**Type of setting** Childcare - Non-Domestic

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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**

Monkey Puzzle Wigston is one of a chain of nurseries owned by franchises. It was registered in 2012 and operates from a two-storey building in Wigston in Leicestershire. The nursery serves the local area and has strong links with the local school. The nursery is accessible by all children, and there is a fully enclosed area for outdoor play.

The nursery is open each week day from 7.30am to 6.30pm all year round. Children are able to attend for a variety of sessions. A maximum of 72 children may attend the nursery at any one time. There are currently 25 children attending who are within the early years age range. 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 group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, and one holds a degree in childhood studies. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a very strong knowledge of the Early Years Foundation Stage and are effective in supporting children's learning and development. Children are helped to feel valued and secure because staff know them well, and value and recognise their individuality. As a result, children enjoy their play and learning and make good progress. Children's welfare is well promoted and effective systems to support this are in place and fully established. The setting fosters positive working relationships and highly effective partnerships with parents, other providers and agencies means that children's individual needs are consistently met. Managers and staff are committed to and passionate about their work, and effective strategies for continued improvement are ongoing and embraced by all.

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

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

- improve the organisation of schedules and routines to flow with the children's needs.

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

Children are cared for in a safe, secure and welcoming environment. Staff ensure they assess and successfully limit risks on a daily basis through visual checks of the environment, equipment and resources. Comprehensive and detailed written risk assessments are completed and reviewed regularly. Effective procedures for the safe recruitment and checking of new staff ensure that children are cared for by suitable and qualified adults. The knowledgeable and enthusiastic staff work very well together as a team, and support and acknowledge each other's skills and strengths. Children's welfare is effectively promoted because staff have a secure understanding of what child abuse and neglect means and of their responsibility to protect children from harm. A comprehensive safeguarding policy is readily accessible to staff to help underpin their knowledge and understanding.

Children clearly benefit and thrive in the setting as the indoor and outdoor environment is well organised to meet their needs. Staff take great care and give a considerable amount of thought and planning into preparing the environment. Consequently, children have very good access to a broad range of stimulating play and learning activities. An effective key worker system enables staff and parents to establish strong working relationships. Parents speak highly of the warm and approachable staff and how their children have settled at the nursery. A detailed exchange of information regarding children's specific needs is shared from the outset and ensures children's individual needs are met. In addition, details are not only displayed about staff's qualifications and experiences but also about their personal interests. This also provides opportunities for a two-way exchange of information, which further helps to foster positive working relationships. Effective strategies, adapted to meet parents' individual preferences, ensure ongoing communication, for example through invitations to parents' evenings and open mornings, daily discussions with key persons, an exchange of daily diaries and email updates.

Parents have excellent access to children's individual files and are actively encouraged to contribute by bringing things in from home or sharing "wow" moments in order to detail and celebrate children's achievements. Parents are provided with an extensive range of information, including policies and procedures both in a comprehensive welcome pack and displayed on notice boards. Opportunities to make comments and suggestions about the setting through a range of methods, such as, questionnaires and suggestion boxes are actively promoted and acknowledged and responded to by staff. Additional information about the activities that children engage in are attractively displayed throughout the setting with suggestions as to how these can be extended at home. Consequently, parents are kept fully informed of their child's care, welfare and learning.

Staff are experienced in working with other agencies and relevant professionals to support the identification and inclusion of children with special educational needs and/or disabilities. Effective systems are in place to ensure children with English as an additional language are fully included in all aspects of the setting. The setting is

highly committed to working in partnership with others and is aware of the benefits of establishing links with other early years providers.

This is the first inspection since registration, and the capacity for continuous improvement is good. Managers and staff are secure and confident in their roles, are enthusiastic, well-motivated and work well as a team. Effective systems for self-evaluation and reflection upon the provision and outcomes for children have been implemented.

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

Children are confident, secure and eager to learn, and detailed planning by staff ensures they enjoy and take part in rich and varied activities across the six areas of learning. In addition, staff's strong knowledge of individual children and the excellent relationships with parents mean that the activities and experiences they plan also reflect the uniqueness of each child and focus on individual next steps. Robust systems are in place to observe, check and record children's progress. The individual 'Learning Journeys' for each child clearly illustrate and track their progress, enabling staff to identify what they need to do next. Children are actively involved in the planning and have excellent opportunities to make independent choices from the wealth of accessible and carefully presented toys, resources and equipment. Children make daily decisions as to what they wish to play with and the resources they wish to use through group and individual discussion. Visual timetables and pictorial prompts provide opportunities for all children to be involved, and staff respond enthusiastically to children's ideas and individual interests. However, on occasion the current organisational structure means that sometimes the flow of the day is disrupted creating a "stop and start" feel to proceedings.

Children in all areas of the setting clearly feel safe and secure because they are confident and relaxed during their play. They have forged positive relationships with staff, who engage warmly and purposefully with them and encourage them to make independent choices and decisions. For example, a young child was confident to crawl away from her key person and to explore the outdoor play area before returning back for a cuddle. Staff's purposeful discussions and engagement with children help to develop their language for communication and encourage them to question and think critically as they play. All children are encouraged to contribute to discussion and are included in the setting; for example, staff make time to allow them to share their news, ideas and thoughts at carpet time. They use visual aids and puppets as a tool to help children who are less confident to participate.

Children's knowledge and understanding of the society in which they live is effectively promoted because differences between people are recognised and valued. For example, significant events are celebrated, and children have easy access to a rich, imaginative and varied selection of toys and resources reflecting diverse languages, lifestyles and practices all of which become an integral part of the setting. Children are valued as individuals as the highly motivated and

enthusiastic staff work hard to ensure all children feel included. For example, they take great care to learn key words of children's home languages, find out about their personal experiences and establish excellent working partnerships with parents. Consequently, staff have an exceptional knowledge of each child's backgrounds and needs, and they receive high levels of support from the outset.

Realistic rules and the consistent management of unwanted behaviour mean children understand clearly what is expected of them. Staff promote a calm and caring atmosphere, in which children develop positive relationships with their peers. For example, an older child gently talked and shared toys with a baby saying that she needed to be gentle, while a group of children in the sensory tent shared the various objects and took it turns to pass the "glow eggs" from one to another. There is a huge emphasis on celebrating children's achievements and positive behaviour. As a result, children have high self-esteem and confidence.

Children learn about their own and others' safety through purposeful, high quality experiences, and they look after their environment and use equipment appropriately. For example, they undertake mini risk assessments before going outside and use colour-coded dustpans and brushes to sweep up the sand when they have finished playing. Children's health is very well promoted as staff work closely with parents to ensure individual needs are recognised and met, and they effectively support children in learning how to keep themselves fit and well. Children are encouraged to be physically active and enjoy daily access to the well-resourced outdoor play area. In addition, children take part in frequent trips to the local recreational play area, where they can run freely on the grass or jump and climb on the large play equipment. Staff consistently support children in following good hygiene procedures within their daily routines. They are encouraged to make healthy food choices at snack and mealtimes and a 'children's choice day' on the menu provides them with good opportunities to put this into practice.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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                             | 1 |
| 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                                | 1 |

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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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

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|--|---|
| <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        | 1 |
| 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