

Monkey Puzzle Day Nursery

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

Inspection date	12/09/2012
Previous inspection date	04/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and well-settled and benefit from positive interactions with staff. Babies are content and feel safe because of the secure and trusting relationships they have established with staff, who know and support their care needs well.
- The key person system is effective in supporting the smooth transition of children into the setting and as they move from room to room.
- Staff are suitably qualified, good ratios levels are maintained and staff are appropriately deployed to support the smooth running of the setting.
- The required policies and procedures are in place, understood by staff and appropriately implemented.
- All children enjoy regular opportunities to engage in outdoor play and develop their physical skills.

It is not yet good because

- The quality of observations and assessments are variable between staff.
- Current observation and planning systems are not yet effective because staff have not received appropriate training on these .
- Monitoring systems for Equality and Diversity is not yet effective to ensure that the learning needs of some groups of children are being fully met.
- Partnerships with parents with regards to involving them in their child's ongoing

learning and development are not fully developed.

- Setting have not yet developed effective partnerships with others to promote the care and learning needs of children who attend another setting.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out observations in the three play rooms
- The inspector completed joint observations with the registered provider and the manager
- The inspector took account of the views of parents spoken to on the day of the inspection
- The inspector looked at children's assessment records and planning documentation
- The inspector checked evidence of staff suitability and qualifications and the provider self-evaluation

Inspector

Samantha Smith

Full Report

Information about the setting

The Monkey Puzzle Nursery opened in 2010. It is located in the crypt of a church in the Notting Hill area of the Royal Borough of Kensington and Chelsea. The nursery is open each weekday from 7am until 7pm for 51 weeks of the year.

The nursery is accessible by lift, or one flight of stairs to the lower ground floor of the building. It operates in three play rooms with an adjoining kitchen and toilets and children have access to a secure enclosed outdoor play area

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 48 children aged from five months to five years children on roll.

The nursery is currently in receipt of funding for the provision of free early education for children aged three and four years. Children come from the local and wider community and the setting supports a number of children who speak English as an additional language.

The nursery employs 20 staff, 11 of whom are full-time childcare staff. All of the staff hold appropriate early years qualifications and the registered provider holds Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review, monitor and evaluate the effectiveness of inclusive practice and put in place systems to involve parents whose children do not speak English as their first language in the assessment arrangements, and to gather information from parents with regards to obtaining familiar words in children's home languages.

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

- further develop staff practice with regard to the observations, assessments and planning to ensure quality and consistency and so that planned activities reflect the needs and interests of all children
- further develop effective partnerships with parents and ensuring a regular flow of information and to establish a shared understanding of how best to support

children's educational needs.

Inspection judgements

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

Overall, children are making satisfactory progress and most are reaching expected levels of development. They are appropriately supported by staff, who generally have a sound understanding of child development and how to support children's learning. Staff identify children's starting points using the information gathered from parents at the start of their child's placement. However, systems to assess starting points for children who speak English as an additional language are less successful. As a result, the setting is unable to successfully identify where these particular children are in their development when they start at the setting.

Educational programmes in place, cover all areas of learning and provide a range of activities for children to enjoy. However, there is little differentiation and planning does not take into account children's individual learning needs. Practice is generally sound, however, the quality of observations and assessments is variable between different staff. They complete regular assessments of children, however, these are not consistently rigorous; some lack purpose and the next steps are not consistently identified. In addition, observations are not always linked to plans.

Experiences generally help children with the acquisition of language and development, however this is not as effective for some children, in particular those that who are learning to speak English. Children are well-behaved and are developing their confidence. They have developed secure relationships with staff and enjoy the close and positive interactions that they share. All children have a key person who supports them in settling into the setting. Subsequently, children separate from their parents confidently and most are settled or settle quickly with sensitive support of adults.

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

Children are happy and content and enjoy positive interactions with staff. Babies are well-settled and feel safe in this warm and comfortable environment. They benefit from the secure and trusting relationships they have established with staff, who support their care needs well. Staff spend time on their level engaged in play and encouraging them to explore the toys and resources available. Behaviour is mostly good as children generally play well together. Although at times, children are not always given the appropriate tools support them in settling disputes and resolve conflicts. For, example during a dispute over a toy, children were encouraged to share, by taking five minutes each. However, children were unable to work out the time as there are no resources available to help them to do this.

Children are encouraged to be healthy through the daily routines in place. They have

regular opportunities throughout the day to play outside and engage in physical activity. They know to wash their hands as part of the daily routine before sitting at the table to eat and they know why this is important. Children enjoy freshly prepared meals and snacks and drinking water is made freely available. Meals times are a social time, where children sit and talk about the tasty food that they are eating. There is some opportunity for the older children to develop their self help skills, as they serve themselves and scrape their plates and clear away their utensils when they have finished.

Staff support the emotional well-being of children as they work with parents to support smooth transitions from room to room within the setting. However, partnerships with other provisions that children attend are less effective and are not used to support the well-being or learning of children.

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

The setting is suitably led and managed. Safeguarding and welfare requirements are being met and arrangements to protect children are sufficiently robust. Sound systems are in place for the safe recruitment and vetting of staff and those that have not been vetted are not left alone with children. The required policies and procedures are in place, understood by staff and appropriately implemented. The environment is suitably planned to meet the needs of the children and resources are in good condition and generally well maintained.

Staff are suitably qualified to carry out their roles, good ratios levels are maintained and staff are appropriately deployed throughout, supporting the smooth running of the setting. They demonstrate a sound understanding of the Early Years Foundation Stage and their role in supporting children's learning through regular observation and assessment. Although, this is not consistently evident in practice. The current planning has been redeveloped to accommodate the implementation of the new framework. However, staff have yet to receive appropriate training on this and as a result this is not being implemented effectively.

Partnerships with parents are generally sound and parents are kept regularly updated about their children. Progress meetings take place throughout the year, where staff provide parents with specific information about their child's development. However, parents are not actively encouraged to share their observations and assessments. In addition not all parents understand the assessments being made on their children. Although, there are some children on roll who attend other provisions, the setting have yet to establish effective partnerships with them.

The registered provider and manager share a clear vision for the setting and are motivated to seek further improvements. They seek the views of parent's and demonstrate how they have taken on board their ideas and suggestions by making changes to the lunch menu. Recommendations from the last inspection have been addressed and systems are in place for performance management. Regular team meetings and staff supervision, helps to monitor individual staff and team performance. Ongoing staff training supports

professional development and helps motivate and develop staff skills and knowledge. The setting has begun to use self evaluation systems to highlight strengths and identify areas for improvement. However, they have not been effective in identifying the inconsistencies in practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY400914
Local authority	Kensington & Chelsea
Inspection number	882924
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	48
Name of provider	J C Childcare Limited
Date of previous inspection	04/10/2010
Telephone number	07885 657507

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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 that are

usually their 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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