

Monkey Puzzle Day Nursery

Charlotte House, 87 Little Ealing Lane, LONDON, W5 4EH

Inspection date

Previous inspection date

05/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children enjoy their play and make good progress in their learning and development because staff know how children learn and provide appropriate and challenging learning experiences for them.
- Children benefit from a welcoming, enabling and stimulating environment, which has a range of good quality toys and resources to help promote learning in all areas.
- The nursery promotes the children's welfare because staff effectively implement the safeguarding and welfare requirements.
- Children benefit from secure attachments to their key person and other staff. As a result, they are relaxed, happy and have a strong sense of belonging.

It is not yet outstanding because

- Children have fewer opportunities to see words on display in their home languages to support their early literacy and to promote a sense of belonging and diversity for everyone.

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.

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

Inspection activities

- The inspector observed activities in the upstairs room used by the younger children.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range documentation including children's records and safeguarding procedures.

Inspector

Christine Bonnett

Full Report

Information about the setting

Monkey Puzzle Day Nursery registered in 2012. It is managed by BHK Childcare Ltd. The nursery operates from the ground and first floor of a two storey building in South Ealing in the London Borough of Ealing. A lift is available. It is open each weekday from 8am to 6pm and extended hours are available to parents on request from 7.30am to 6.30pm for 51 week of the year. Children have access to a secure, enclosed outside play area. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 33 children aged from six months to under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children who speak English as an additional language. The nursery employs four staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- consider ways to create an environment rich in print, to support children to learn about words in their home languages to promote inclusion and to enable all children to learn about diversity in the world around them.

Inspection judgements

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

Children make good progress in their learning and development. Staff understand the learning requirements of the Statutory Framework for the Early Years Foundation Stage. They know how to implement them effectively through good-quality teaching. They know how children learn and provide activities and play experiences that are interesting and fun for the children. Staff gain a wealth of information from parents about each child when they start at the nursery. This enables them to support each child's interests and preferences when planning the play. By observing, assessing and tracking each child's progress, staff skilfully provide a broad and balanced curriculum, which supports learning across all areas. In addition, they introduce appropriate levels of challenge to children's play to extend their learning and development. Staff also use the information gained from the continuous monitoring of the children to prepare progress checks for children when they are aged between two and three years. Parents are also actively involved in identifying and agreeing appropriate areas for their child's future development.

As well as English, staff speak a wide range of languages fluently. They use their skills to

good effect when helping children who are learning English as an additional language to settle. This helps them feel secure and content. Staff also sing in other languages to enable children to hear familiar songs during the day, and to support all the children to develop awareness of diversity. However, children have fewer opportunities to see words written and on display in their different home languages. This is to further support their communication and literacy and to feel a sense of belonging.

Children have fun as they play. They become active learners by readily exploring the activities. Staff extend their play by talking to them routinely and introducing different learning opportunities. For example, staff show the children how pouring sand on to the wheel in the sand tray will make it turn. They then link the turning wheel to the song 'the wheels on the bus go round and round'. This promotes children's critical thinking as they make connections in their understanding of the world around them. Children also enjoy developing their communication and language by snuggling up to a staff member for a story. They look at and talk about the pictures together as they feel the different textures on the pages.

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

Children form secure emotional attachments to their key person and other staff. Younger children eagerly explore the play resources by themselves, and then look round for reassurance that their key person is nearby. All staff treat the children with care and kindness and consequently the children are happy, confident, and developing independence.

Children learn about the importance of adopting healthy lifestyles. They talk about healthy eating and make displays to go on the wall to show which foods are good for them. They also have plenty of opportunity for physical exercise outside and indoors. Younger children learn how to negotiate low-level steps and scramble down the indoor slide. Children enjoy freshly cooked, nutritious meals to support their healthy diets. Staff and children sit together at the table and benefit from a calm, social occasion as they eat. Staff encourage and support children's growing independence because they help them to serve their own meal.

Children and their parents receive good support when the child moves on to a new room. Parents meet their child's new key person and discuss the impact of the learning requirements to support good partnership working. Children make several visits of increasing length to their new room to make sure that the change happens as smoothly as possible, to support their well-being. Staff effectively prepare children for their next stage of learning at school. They encourage them to develop the skills needed to take care of their personal hygiene needs and to be able to dress themselves. Staff are currently forming links with local schools to further support the children when they move on.

Staff use the wide range of play materials well to promote learning in all areas and display them in an attractive and accessible way. This enables the children to make independent choices in their play. The photographs of the children and their families on display further

support children's sense of belonging, self-worth, and well-being.

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

The manager and her deputy fully understand their role and responsibility to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The manager is the designated person for safeguarding at the nursery and has attended appropriate training to equip her for this role, to help protect children's welfare. The good induction programme for new staff makes sure that everyone is aware of the procedures and policies for monitoring the well-being of the children and reporting any concerns. The robust recruitment procedures make certain that all staff are suitable to work with the children. The detailed risk assessments on all areas of the premises help to protect children from obvious safety hazards. Staff appropriately support the children to begin to learn how to manage their own safety. For example, they participate in fire drills in order to develop their familiarity with the procedure in case of an emergency. Because of these good practices and procedures, staff are effective in their ability to maintain children's safety and security.

The manager oversees the delivery of the education programme by staff to make sure that each child makes suitable progress in their learning, in relation to their starting points. The ongoing professional development of staff is encouraged in order to further enhance outcomes for children. The manager and her staff routinely evaluate their practice because they understand the importance of continuous improvement to the outcomes for children. The staff effectively uses the questionnaires completed by parents to gauge their views on the nursery's practice. This helps them to formulate action plans for future development in order to enhance the care, learning and development for each child. Plans include enhancing the garden to provide a richer learning experience for the children.

Children benefit from the close working relationships staff establish with parents. Routine talks with parents make sure that the care staff provide is appropriate and consistent. Parents comment that they are very happy with the service the nursery provides. They state that the good security measures reassure them that their children are safe. Parents of younger children also comment that they like the daily 'handover' books because they keep them well informed about how their child has spent the day.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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 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 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	EY444240
Local authority	Ealing
Inspection number	888568
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	33
Name of provider	BHK Childcare Ltd
Date of previous inspection	not applicable
Telephone number	02088401116

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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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