

# Monkey Puzzle Day Nursery Woodlesford

140 Aberford Road, Leeds, West Yorkshire, LS26 8LG

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|--------------------------|------------|
| <b>Inspection date</b>   | 18/06/2013 |
| Previous inspection date | 02/06/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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 of all ages have very good opportunities to play outdoors each day. As a result, they benefit from lots of fresh air and develop good physical skills as they use a variety of equipment.
- Staff skilfully support children's learning because they provide a good range of activities that are tailored to their interests. Consequently, children become motivated learners who make good progress in their development.
- Staff liaise very closely with parents to ensure they are fully informed about children's individual care and learning needs and how these can be met. This means children settle well and enjoy their time in the nursery.
- Children's welfare is promoted very well because the staff team consistently implement effective policies and procedures. This provides a very safe and secure environment where children are well protected and kept safe from harm.

### It is not yet outstanding because

- The good opportunities for children to access a wide range of resources that support their imaginative play is not fully extended to the outdoor area.
- There is scope to develop the opportunities for very young children to explore and investigate natural and everyday objects that support their understanding of the world.

## **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.

## **Inspection activities**

- The inspector had a tour of the premises and observed children playing in the play rooms and outdoor areas.
- The inspector met with the manager and the owner and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents and carers spoken to on the day.

### **Inspector**

Diane Turner

## Full Report

### Information about the setting

Monkey Puzzle Day Nursery Woodlesford was registered in 2010 and is on the Early Years Register. It operates from a converted office building in the Woodlesford area of Leeds and is privately owned through a franchise. Children are cared for in five playrooms over two floors and there are enclosed areas for outdoor play. There is no lift access to the first floor.

The nursery employs 23 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, one at level 4, three at level 5 and one at level 2. A cook is also employed. The setting is open five days a week from 7.30am until 6.30pm all year round, with the exception of a week at Christmas and all bank holidays. There are currently 126 children attending. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- increase the opportunities for children to use materials and props that support role play in the outdoor area
- enhance the opportunities for very young children to explore and investigate a wide range of natural and everyday objects, such as treasure baskets.

## Inspection judgements

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

All staff have a good understanding of how children develop and the characteristics of effective learning. They provide a good range of activities and experiences that are carefully tailored to children's interests, which enable them to think critically, to play and explore and become active and creative learners. This means they are well-prepared for the transition to school when the time comes. For instance, when a visit to a zoo sparks one child's interest in animals, staff provided a good range of activities linked to the topic that all children can take part in. They teach children about where particular animals originate from and this leads to children wanting to know more about animals native to China. To support this emerging interest staff then enable children to make animal masks. They enable them to choose from that of a panda, snake or tiger and provide a good

range of pens so the children can colour these in. Children become fully immersed in the activity. For instance, one child carefully draws stripes on his tiger mask and then confidently seeks the help of a member of staff, to help him draw 'growly' teeth, so he can complete his idea. On completion of the activity children delight in wearing their masks and pretending to be their chosen animal as they play outside. This clearly shows they are proud of their achievement and are pleased with having achieved their goal.

Staff provide a bright and well-organised environment for children to play and learn. Toys are presented at children's level so they can reach these easily and make independent choices in their play. Role play areas are well-resourced indoors and the theme for these is frequently changed according to children's interest. However, these rich opportunities are not extended fully to the outdoor area, to fully support and enrich children's imaginative play in different environments. Staff provide very young children with interesting opportunities to learn through exploration and using their senses. For instance, children delight in feeling the silky texture of cornflour as they rub this between their fingers. Babies enjoy exploring pieces of sheer fabric. They giggle with delight as staff initiate games of peek-a-boo with the material, safe in the knowledge that they can still see their carers. However, natural and everyday objects that young children can explore and use in open-ended ways are not always readily available; to further extend their learning and help them make sense of their world. Staff carefully observe and assess children's learning and keep a clear record of progress for each one. This includes the statutory progress check at age two. Parents are actively encouraged to be part of the assessment process and to share what their children achieve at home with their key persons. This means staff have a clear picture of children's abilities and can plan sharply and precisely for the next steps in their learning. Staff also provide parents with ideas to support particular aspects of children's learning at home. For instance, activity sheets relating to learning phonics are provided and parents then record their children's responses to these in a record book. This is then returned to their child's key person, so they can assess what has been achieved.

Staff are very confident in their teaching. They ask open-ended questions to encourage children's thinking skills and give them time to formulate their responses. For instance, during a painting activity a member of staff asks a child 'What colour paint are you using?' and the child correctly replies 'Purple'. Staff skilfully encourage older children to take turns in speaking as part of a group as they discuss particular topics, such as animals. For example, a toy koala is passed around the group and the child that is holding this contributes their thoughts and ideas to the discussion. Their comments are then recorded in a book, which shows their opinions are valued, appreciated and listened to. Staff are keen to share books with babies. They point out pictures to them and emphasise particular words to help babies develop their vocabulary and make connections in their learning. One baby particularly enjoys the activity and is then keen to sit and look at books on his own. This supports children well in developing a love of reading from an early age.

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

Children's transitions into the nursery are managed very well. Settling-in visits are tailored to children's individual needs and good information is obtained about their routines, prior

learning and interests from parents. Children's changing interests are displayed on a 'communication passport' board in each room so staff can provide activities to support these. Children are regularly asked what it is they like about the nursery and what activities they would like to see included each day. Children develop close relationships with their key persons who ensure they feel reassured by reminders from home. For instance, a child whose first language is not English takes a photograph of himself with his parents from the wall. He brings this to a member of staff and says 'Mama'. The member of staff delights in his efforts to communicate and responds with 'Good boy, yes that is Mama'. Older children are encouraged to relay information about their day to parents on collection. For instance, one child delights in telling his parent that he has been 'doing bowling' outside. This shows children are emotionally secure within their environment.

Children learn to behave very well because staff act as good role models for them to follow. They actively encourage children to become independent and expect them to be capable. For instance, older children serve their own food. They know to sit and wait until everyone has food on their plate and to sing their 'Please and thank you song' before starting to eat. This enables children make a positive contribution to the life of the nursery and to develop good manners and social skills. Staff really value children's efforts and achievements. They use lots of praise and positive reinforcement to acknowledge these, which means children become very confident in their own abilities and develop high levels of self-esteem. For instance, as one child colours in his animal mask he proudly says 'Look, I'm staying in the lines'. Staff skilfully encourage children to learn about keeping themselves safe. For instance, they take photographs of items, such as furniture and outdoor equipment and use these to encourage children to consider what could be a hazard. For instance, as one child looks at a photograph of the gate to the outdoor area, he confidently identifies that he needs to be carefully going through this as he could trap his fingers.

Children's health is promoted very effectively. For instance, they have very good opportunities to access the outdoor area each day. This means they benefit from lots of fresh air and have freedom to move around and play on a larger scale. All areas have a good range of equipment which enables children to develop good physical skills. For example, older children carefully negotiate wheeled toys and develop accuracy in throwing a ball as they try and knock skittles down. Toddlers enjoy splashing in puddles and sweeping these up with a brush, which helps them to coordinate their movements. More adventurous children enjoy challenging their developing skills as they use a small climbing frame. Babies delight in exploring their environment as they crawl around on a grassed area. They are fascinated by the feel of this on their hands and develop their grip as they try and pull up blades of grass. Staff clearly enjoy being outdoors themselves and are keen to engage with children as they play. For instance, a member of staff pushes a young child around in a car and encourages her to turn the steering wheel to learn about changing direction. Children are offered nutritious meals which are freshly prepared by the nursery cook using locally sourced produce where possible. For instance, vegetables come from a local farm shop, which ensures ingredients are fresh and reliably sourced. Consequently, this adds to the quality of the meals. Children enjoy their food and develop a positive attitude towards mealtimes and eating healthily. For instance, younger ones excitedly wait for their fruit crumble to be served when they know this is accompanied by custard. Staff explain to children how items, such as carrots will help them grow big and

strong and that drinking lots of water will give them 'sparkly eyes'. This further reinforces the importance of a healthy diet in a fun way, which means children respond positively.

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

High priority is given to safeguarding children. Any new staff are subject to thorough recruitment and vetting procedures, which means informed decisions about their suitability, are made. There is close circuit surveillance in all areas of the nursery and all areas of the premises are kept secure at all times. For instance, staff can observe who is at the main door via a monitor in each room before they admit anyone. Access to internal rooms is by key fob, which only staff are issued with. This ensures there is no unauthorised access to the building or children. Staff attend regular training in child protection and are confident in recognising the possible signs of abuse or neglect. They know to whom they should refer any concerns about a child's welfare. Staff fully understand the nursery's policies for the use of mobile phones and social networking sites. They are vigilant in following these. For instance, they either leave their phone in their car or put this in the manager's office on arrival. They do not access this until they are ready to leave the premises. They know not to discuss the nursery or any children who attend when communicating on social network sites. Management clearly explain the consequences if the policies were to be breached. This means children's safety and well-being is promoted very effectively.

Children benefit from the dedicated and caring staff team who work very well together. They supervise children well at all times which ensures they are kept safe and they delight in interacting with them and helping them to achieve their full potential. The manager and owner are committed to continually improving the service and staff are fully involved in this. This motivates them to provide good quality care for children. All staff contribute to the nursery's self-evaluation form and they have a suggestions book where they can record ideas for improvement. For instance, one member of staff recently suggested recording when children are away from the setting for significant periods of time in their learning record. This has been implemented throughout the nursery. As a result, when the manager checks children's progress records, to evaluate the effectiveness of the educational programmes, she can clearly see why there are gaps in the chronology of staff's observations of children's learning. Since the last inspection the outdoor area has been greatly improved, which has significantly improved the opportunities for children to develop their physical skills in particular. All recommendations for improvement raised at the last inspection have been successfully addressed and there is a clear development plan that shows how management intend to move the service forward. This means the nursery's capacity for continuous improvement is good.

Good attention is given to the performance management of staff. The manager conducts regular supervision sessions with all members of the team which enables them to reflect on their practice and identify future training needs. After attending training, staff are asked to complete an evaluation of this and how it will be used to develop their practice. This means the opportunities for staff to develop professionally are good, which in turn enhances the outcomes for children's learning. Staff newsletters are issued on a regular

basis to ensure they are fully informed of any planned changes. Staff pay good attention to working in partnership with other early years settings children also attend, the schools they will move on to and other agencies involved in children's care. For instance, a communication diary is used effectively to share information between the nursery and a local pre-school one child also attends. Staff work closely with other professionals, to ensure children with special educational needs and/ or disabilities receive tailored support. All of which, promotes a cohesive approach to promoting children's learning and development. Partnerships with parents are good. They receive good information before the placement begins and on an ongoing basis, via a prospectus, notice boards, a web site and newsletters. Parent's responses to questionnaires they complete are used effectively to gauge their satisfaction of the service. Parents are unanimous in their praise of the nursery. They describe how they find staff very approachable and feel that they genuinely enjoy caring for their children. They also praise staff's commitment to making the environment a very safe and secure place for their children to play and learn.

## 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

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | EY419382                      |
| <b>Local authority</b>             | Leeds                         |
| <b>Inspection number</b>           | 923226                        |
| <b>Type of provision</b>           |                               |
| <b>Registration category</b>       | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 0 - 5                         |
| <b>Total number of places</b>      | 72                            |
| <b>Number of children on roll</b>  | 126                           |
| <b>Name of provider</b>            | Meades & Wiggan Childcare Ltd |
| <b>Date of previous inspection</b> | 02/06/2011                    |
| <b>Telephone number</b>            | 01132887796                   |

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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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