

Monkey Puzzle Day Nursery

20 Cushing Drive, Oxley Park, Milton Keynes, MK4 4TJ

Inspection date	07/08/2013
Previous inspection date	05/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The staff's good understanding of the early learning goals means that children make good progress in their learning and development.
- Children are safe and secure and their welfare needs are met effectively.
- Good partnerships with parents and others support staff to meet the children's individual needs.
- The effective system for self-evaluation means that the setting knows its strengths and weaknesses and is well placed to make continuous improvements.

It is not yet outstanding because

- Although children's literacy skills are encouraged through using books, the staff do not set up the book areas to further spark children's storytelling ideas.
- Although children experience interesting activities there are fewer opportunities for them to explore a wide range of natural materials.

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 observed activities in the four play rooms and garden.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures and the nursery's self-evaluation.

Inspector

Kim Mundy

Full Report

Information about the setting

Monkey Puzzle Day Nursery registered in 2009. It is run by Xadus Care Limited and is situated in Oxley Park in Milton Keynes, Buckinghamshire. The nursery operates from a large purpose-built building on two floors, connected by stairs and a lift. Children have access to four main play rooms and a secure outdoor play area. Systems are in place to support children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The nursery is registered on the Early Years Register. It is in receipt of funding for the provision of free early education for children aged three and four years. It opens during each week day from 8am to 6pm for 51 weeks of the year. There are currently 97 children on roll. The nursery employs 21 staff to work directly with the children and all of the staff, including the manager, have appropriate qualifications in the early years.

What the setting needs to do to improve further

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

- develop the book corner areas to increase children's interest in, and enjoyment of, books

- provide further opportunities for children to explore a wide range of natural materials.

Inspection judgements

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

Children enjoy their time in this warm and friendly nursery. Staff find out as much as they can about the children's development and their individual interests when they first start. This means that they know the children really well and plan effectively for their individual learning. There is a good balance of adult-led and child initiated activities, which means that children from the earliest of ages make choices about what they want to play with. Staff monitor and assess children's progress and this is recorded in their learning journal and shared with parents.

Throughout the nursery, caring staff meet the needs of babies and children effectively. The baby room is very welcoming and low level mirrors and cosy areas are attractively set out for babies to explore toys. Babies have good opportunities to learn by using their senses as they handle different materials and objects. Babies explore early writing as they

make marks with their fingers in paint and use chunky crayons. They develop their physical skills as they stretch, crawl, pull themselves up to standing, walk around furniture and push and pull toys. Staff work closely with parents to follow babies' individual routines. Staff help younger children to develop their speaking and listening skills by using simple words and short sentences during their play. They enjoy rhythmical activities such as playing musical instruments and joining in songs and rhymes. More able children are encouraged to recall and talk about events in their lives at circle time and during all activities staff ask open questions which require the children to think and respond. Overall, children make good progress in literacy. Younger children explore early writing as they make marks with their fingers in paint and use chunky crayons and chinks. More able children practise their early writing skills both indoors and outdoors and write for a variety of purposes. Toddlers have great fun as they join in foot painting on large sheets of paper on the floor. They feel the texture of the paint on their feet and observe the colours changing as they mix them together. Children enjoy books and stories, although their interest in early literacy is not fully extended by making up their own stories through, for example, the use of interesting items, puppets and props.

Children develop good physical skills as they develop control over their bodies, for example, when balancing, climbing and sliding. Children join in many worthwhile activities to develop their fine motor skills and understanding of colour, shape, number and measurement. Pre-school children have fun exploring measurement as they fill and empty containers in the sand and water play. They use their imagination and transport water to wet the sand and make ice-creams. During this play, they spontaneously use lots of mathematical language such as 'bigger than' and 'full up'. Staff extend their learning by asking questions, for example, describing what they can feel. Activities such as sorting and matching various objects, fitting puzzles together, posting shapes and threading beads on a wire help children to develop their early problem solving skills.

Children have good opportunities to develop an understanding of the world in which they live. Staff provide a range of activities, toys and resources to help children appreciate difference, for example, multicultural dressing up clothes, dolls, books and puzzles. Children learn to care for living things as they grow cress and observe the ducks on the pond. Children enjoy using their senses as they play with shaving foam, dough and water play. However, staff provide fewer opportunities for some children to explore a wide range of natural materials to further develop their understanding of the world. Children find out how things work when they use, for example, telephones, musical keyboards, toasters and the computer. Children develop their creativity and imagination, for example, through role-play in the home corner and art and craft activities. Children enjoy the activities on offer and are well prepared for the next stage of their education.

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

There is a strong focus on the children's emotional well-being and the settling procedure is individual to each child. Each child has a key person with whom they make secure emotional attachments. In their absence, an effective buddy system is in place. Staff monitor the children's learning and welfare requirements and develop positive

relationships with parents. Children are well-behaved; they respond positively to the nursery's 'golden rules' and constant praise and encouragement by staff. Children learn to make good choices and respond well to the sticker reward system.

Children develop a good understanding of living healthy lives. They enjoy nutritious home-cooked meals and healthy snacks prepared by the qualified cook. Staff offer regular drinks to babies and tweenies, and toddlers and pre-school children help themselves to drinking water when they are thirsty. Pre-school children proudly take on further responsibilities to extend their independence skills such as setting the tables for lunch. This helps them to develop confidence and self-esteem. Good hygiene practices are apparent throughout the nursery. Adults cover their shoes before entering the baby and tweenies room where younger children are crawling. Staff follow good hygiene routines for nappy changing, bed linen is washed daily and the nursery's suitable sick child policy is followed in order to minimise possible cross infection. Parents provide required information and written permissions to enable staff to promote children's continuing good health and wellbeing.

Children enjoy daily fresh air and exercise, which helps to keep them fit and healthy. They learn to keep safe as they practise the emergency evacuation drill and when out and about in the local community, they learn about road safety. The nursery is well-resourced with good quality nursery furniture, toys and resources. As a result, children's well-being is promoted successfully.

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

The nursery has gone through a time of change. However, having returned from maternity leave, the manager leads the team effectively to provide a good service to children and their families. The manager is very clear about her role and responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. This inspection took place following a compliance investigation when Ofsted set actions to improve. As a result, all staff have updated their good knowledge and understanding of child protection and a thorough safeguarding policy is in place. This includes a whistle blowing procedure which staff are clearly aware of. The manager now oversees the management of children's behaviour and any specific issues are discussed and action plans are put in to place to support children in the nursery. The professional development needs of the staff are identified through the manager's observation of work practices, staff supervision and appraisal systems.

Managers have a clear vision for the nursery's future including the commitment to making improvements to further promote the outcomes for children. The recommendations from the last inspection have been successfully addressed to improve children's learning and welfare. Parents', staff and children's views are valued as an important part of the nursery's self-evaluation process. Good systems are in place to monitor staff performance and to tackle under-performance. The continual professional development of staff is encouraged through attending training courses. As a result of current good practice and enthusiasm of staff, the nursery has the capacity to maintain improvement.

The manager is very clear about her role and responsibility to meet the learning and development requirements. She oversees the planning and implementation of the well balanced educational programmes. The effective progress check for two year olds includes parents' involvement to discuss their child's progress and any concerns with their key person. The nursery promotes inclusion for all children including those with special educational needs and/or disabilities and children who speak English as an additional language. There are effective partnerships with other agencies, such as the speech and language therapist.

Partnerships with parents and others are good. Clear communication systems are in place to promote the children's individual needs such as daily diaries and children's learning journals. In discussions with several parents during the inspection, they all express that they are very happy with the nursery. Comments are particularly positive in relation to the way in which staff help their children to explore a variety of foods and develop communication, language and social skills. Staff establish good links with the local schools and the teachers come to 'stay and play' sessions to meet and get to know the children. Staff provide a leaving report for parents and teachers which details children's good progress towards the early learning goals.

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	EY393354
Local authority	Milton Keynes
Inspection number	927527
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	82
Number of children on roll	97
Name of provider	Xadus Care Ltd
Date of previous inspection	05/11/2009
Telephone number	01908522223

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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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