

Monkey Puzzle Day Nursery

53 Palatine Road, MANCHESTER, M20 3PP

Inspection date

Previous inspection date

12/09/2013

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

- Staff know children well which enables them to provide a stimulating range of activities, so that every child makes good progress in their learning and development.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to ensure children are kept safe.
- Children benefit from the highly effective partnerships that staff foster with parents and other professionals, this means that targeted strategies are used to support children's learning.

It is not yet outstanding because

- Some care practices, for example nappy changing, are not always carried out by the child's key person. This means children sometimes become unsettled due to the absence of their key person.
- Sensory resources, for example treasure baskets, are not always fully accessible to non-mobile babies to help them explore and play independently.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all of the rooms within the nursery.
- The inspector held a meeting with deputy and the owner and undertook a joint observation of activities.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector looked at children's observation, tracking and assessment records, planning documentation, evidence of suitability of staff working with children in the nursery and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Nicola Kirk

Full Report

Information about the setting

Monkey Puzzle Day Nursery was registered in 2013 and operates from a building in Didsbury in the South side of Manchester. Monkey Puzzle Didsbury is owned by Kingfisher Childcare Ltd and is a member of the Monkey Puzzle Franchise. Children have access to three rooms on the ground floor, an indoor messy play room on the first floor and access to a secure outdoor play area. The nursery is open to all children and supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently, there are 45 children on roll in the early years age range. There are 12 members of staff who work with the children, who all hold appropriate early years qualifications; nine hold a level 3 in childcare and two hold level 2 qualification. The manager holds Qualified Teaching Status and Early Years Professional Status. The nursery is open Monday to Friday, from 7.30am to 6.30pm, for 51 weeks in a year, closed Christmas week and bank holidays.

What the setting needs to do to improve further

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

- develop the key person system to ensure that all staff are spending more time with their key children to further develop learning and attachments
- provide opportunities for non-mobile babies to make choices while they play and explore, for example, provide a range of everyday objects in treasure baskets.

Inspection judgements

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

Children make good overall progress in their learning and development. Staff make learning fun, purposeful and interesting. This is because they use what they know about each child, based on clear and accurate observations and assessments of their emerging skills, to inform the programme for learning. Staff and parents meet frequently to discuss children's progress in all areas of learning and plan next steps together. Therefore, parents are fully involved in planning children's progress and are able to support them, to continue children's learning at home. Any concerns are promptly recorded and shared as required through the daily discussions and the daily diary. As a result, staff provide interesting and challenging experiences that meet the individual needs of all children, including those with special educational needs and/or disabilities.

Staff provide a well-balanced routine that motivates and engages children in activities, indoors and outdoors. Children explore sensory materials which they are able to experiment with, for example, crawling babies explore open-ended objects, such as metal bowls and spoons, while older children use glue sticks or paint to explore their creativity during a creative activity. However, babies who are not crawling are not able to access the sensory resources available, therefore, they are not able to play and explore independently.

Children make good progress in all areas of learning and development, as planning is based on individual children's needs and interests. Children enjoy learning about the natural world, through making their own bird feeders and hanging them in the outdoor area. They are encouraged to learn new vocabulary and staff ask open-ended questions about how they made the bird feeders, and where they should hang them. Children are well supported in communication, language and literacy, through an environment indoors and outdoors which is rich in print. Each room has a comfy book area that is well stocked with age-appropriate, good quality books. Children are confident in selecting books and look at books independently as well as sharing them with adults. As a result, children are developing the skills and attitudes to prepare them for their next stage of learning, such as moving on to school.

The children make good progress in physical development, through regular exercise in the well-resourced outdoor area as well as regular trips to the local park. Most children are happy and settled, and enjoy cuddles and support from their key person, which allows them to be confident in exploring the environment. Staff support children with English as an additional language through multicultural resources, bilingual books as well as developing good links with the families. As a result, children develop confidence and make good progress towards the early learning goals.

The quality of teaching is good because staff have a secure knowledge of how children learn. Staff engage well with the children and support their involvement in activities. For example, a child helps an adult cut fresh mint from the garden for the lunch. Staff provide meaningful praise and support while encouraging the child to find the mint plant, and they talk about the smell and taste of the plants. As a result, children benefit from individual support that promotes their language development and self-esteem. Staff support the children to learn about numbers by encouraging them to count out beats on musical instruments.

Positive and trusting partnerships are established with parents and carers. Staff work effectively with them to ensure that children's needs are fully met. Parents access a broad range of information, such as planning, displays, photographs and regular newsletters. A great emphasis is placed on daily, face-to-face communications, through an open door policy which supports each family at a very individual level. This allows staff to use any new information they have gained about the child so they can be fully supported in their day.

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

Staff are generally well deployed throughout the provision to ensure children's safety, welfare and well-being. The premises are warm and welcoming and staff's knowledge of children's individual needs promotes a feeling of security and self-worth. This is because detailed information regarding children's routines and care needs is shared and develops consistency between home and the nursery, which helps children to settle well. Nappy changes, sleep and feeding routines are personalised to each child. However, care practices, such as nappy changing, are not always carried out by the children's key person which means some children who are new to the nursery take longer to form secure attachments with their key person. Key persons are effectively assigned to children so their individual needs are met, their development monitored and positive relationships formed with parents. Each child's key person plays a supportive role in their care and learning, as they encourage children's individuality and self-confidence, which builds children's positive self-esteem. The nursery is well resourced with good quality toys and furnishings so that children and babies can play, sleep and eat in comfort. Staff are suitably trained to administer specialist medication and clear records and permissions are in place to secure children's health and well-being.

Staff help children manage their behaviour as they explain about sharing, distracting younger children with resources and talking about feelings. Children demonstrate a good understanding about the importance of a healthy lifestyle. There are effective hygiene routines and children are provided with a nutritious choice of snacks and cooked meals. Staff have a good awareness of the dietary needs of individual children which are carefully recorded to ensure they are catered for. Children are able to independently access drinking water throughout the day so that they do not become thirsty or dehydrated. Children discuss the food that is good for them and have been growing herbs and vegetables in the outdoor area. Mealtimes are good, and staff sit with children and encourage them to be independent eaters from a young age.

Opportunities for outdoor, physical play are plentiful and staff make very good use of the play space available. There is a wide range of open-ended resources, such as tyres, pipes, natural objects and boxes that encourage children to think creatively and explore while making dens. They enjoy developing their physical skills and exercising their bodies by riding on bikes, climbing, running and playing chasing games. Staff support children's play, for example by throwing and catching balls with them. Children show great enjoyment as they pour water from watering cans, blow bubbles and enjoy playing musical instruments. As a result, children leave the nursery as happy, independent learners with the required skills for their move to school.

Staff support children's transitions into the nursery, by encouraging the parents to stay and spend time playing with their children. Parents also complete a detailed 'all about me' document, which includes information, such as care routines, interests and children's starting points in learning. Information is also obtained from previous settings, so that staff are able to provide continuity to support children's care and learning.

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

The management and staff work effectively as a team to fulfil their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff are very clear about their roles in meeting the safeguarding and welfare requirements so that children are kept safe. They all attend safeguarding training and the senior staff regularly check staff's understanding during staff supervision meetings. As a result, staff are knowledgeable about the signs and symptoms of abuse and how to report any concerns about a child's welfare. Staff demonstrate a secure understanding of what they need to do if they have any concerns with the behaviour of another adult supporting the children in the nursery. There is a rigorous vetting process to check that all adults having contact with children are suitable to do so. The premises remain safe as staff carry out detailed, written risk assessments and daily checks that include monitoring security measures.

The effective monitoring of the educational programmes ensures staff are confident in delivering a broad range of experiences that help children make good progress. Good systems for planning, observation and assessment result in an accurate understanding of all children's skills, abilities and progress. The progress children are making is closely monitored as the management team has successfully implemented procedures for tracking children's progress. This means that all children are supported to make consistently good progress in their learning and development.

Management and staff work together to evaluate all aspects of the provision and the manager demonstrate a good knowledge of the nursery's strengths and areas for improvement. Self-evaluation methods are strong and take into account the opinions of staff, parents and advisory professionals, which are valued and acted upon. Planned actions to overcome any weaknesses have been identified. Staff are committed to their work and this is reflected in the enjoyment they demonstrate when interacting with the children. Staff's on going suitability and quality of teaching is monitored through supervision, appraisal and a programme of training to address underperformance. This ensures children receive good quality interactions to promote their learning and development.

Partnerships with parents and carers and with other agencies are very strong. There is a shared commitment to the promotion of equality and the recognition of each child as an individual. All parents spoken to were extremely supportive of the nursery, recognising the progress their children make, as a result of the support provided by staff. A system to support children with special educational needs and/or disabilities is in place to ensure they are integrated fully and given individual support by staff. Staff work closely with external agencies and support workers, such as therapists and educational psychologists. Assessments enable staff to successfully implement early interventions recommended by others, which contributes to a consistent approach for the children. Consequently, the education, family support and care provided are highly tailored to meet each individual family's needs.

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 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	EY455696
Local authority	Manchester
Inspection number	909387
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	45
Name of provider	Kingfisher Childcare Ltd
Date of previous inspection	not applicable
Telephone number	0161 425 4506

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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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