

# Monkey Puzzle Day Nursery (Wilmslow)

Faraday House, 5 Hawthorn Lane, Wilmslow, SK9 1AA

<b>Inspection date</b>	26/11/2013
Previous inspection date	08/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- There are positive and well-established relationships between staff and parents, external agencies and other providers. As a result, children's needs are fully understood and effectively met.
- Comprehensive safeguarding procedures and staff's secure knowledge of their responsibility to report any concerns ensure that children are effectively safeguarded.
- Good leadership and management procedures ensure that teaching is embedded into practice. As a result, staff are highly skilled in supporting and challenging children's learning through play.

### It is not yet outstanding because

- There is scope to enhance the strategies used by staff in the toddler room to address behaviour management.

## 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 checked evidence of suitability and qualifications of staff working with children and looked at a range of policies and procedures.
- The inspector observed activities in three playrooms, children having their lunchtime meal and playing in the outside learning environment.
- The inspector looked at a range of documentation, including risk assessments, recording procedures for children's attendance, incident records, children's assessment records and planning documentation.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of the view of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

## Inspector

Lesley Bott

## Full report

### Information about the setting

Monkey Puzzle Day Nursery (Wilmslow) was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the town centre of Wilmslow, Cheshire, and is a franchise of the Monkey Puzzle Day Nurseries Group. The nursery building is on three levels with four steps leading to the main entrance. The first and second floors are accessed by stairs. It has an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

There are currently 17 staff working directly with the children, 12 of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 47 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports 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:

- enhance further the existing good strategies for monitoring children's behaviour in the toddler room.

### Inspection judgements

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

Children are content, happy and enthusiastic learners who enjoy their time at the nursery. Observation, planning and assessment procedures are secure and well embedded into practice. Detailed information is obtained from parents when children join the nursery as staff take time to complete baseline assessments. This ensures that play opportunities are accurate and based on children's individual learning and development needs relative to their starting points. Information gained from ongoing observations is used effectively to plan activities based on children's interests and ideas. Consequently, all children are working within their expected age range. Children's development is monitored effectively as staff complete 'learning journey' records to show an overview of children's progress over time. Displays of artwork and photographs of activities and outings clearly show children's enjoyment and achievements during their time at the nursery. This shows that effective teaching is having an impact on children's learning. Planning is displayed and parents are encouraged to share children's achievements from home via their communication books or adding to the displays. Regular parent meetings provide allocated time for parents to discuss their child's progress with their child's key person.

Children with special educational needs and/or disabilities and those with English as an additional language are supported well. Familiar words are obtained from parents in the child's home language when they first attend. These are used alongside English words to display labels in other languages. Staff use visual timetables and other non-verbal communication to encourage all children to communicate effectively. The nursery's special educational needs coordinator and staff work closely with parents and other professionals to plan for each child's individual needs. They take on board and work with recommendations they have been given. This helps to support all children to build on their progress and development. As a result, all children are very well prepared for the next stage in their learning and for school.

High priority is given to fostering children's early language development, with story time and books used to promote new vocabulary and a love of words. Older children enjoy phonic sessions, as they begin to break down letters and sounds, in order to correctly identify which letter their name begins with. Activities such as these further embed and enhance their learning in readiness for school. Teaching is good as staff ensure there is sufficient time and space for children to concentrate and complete activities and experiences. This allows children to explore their own interests and use their imagination. For example, younger children roll the play dough into a ball. They confidently talk to staff, telling them they are making a snowman, as they roll a smaller ball for his head. This shows that children are developing the characteristics of effective early learners. Children enjoy singing action songs and playing musical instruments to rhymes. As a result, they learn to communicate in different ways while exercising their bodies. Outdoor activities are provided for all children on a daily basis as they explore the natural world and talk about changes. For example, children recently took part in a local community project involving planting vegetable and herb seeds to watch them grow and then be harvested and eaten.

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

A comprehensive effective key person system is in place. As a result, children form secure emotional attachments with their key person. Staff are fully committed to ensuring that good attention is given to settling-in visits for children. The key person spends time with each child and their parents talking about their individual needs. Detailed information is recorded about daily routines, special dietary requirements and parents' preferences. This supports children's emotional well-being, particularly when they first start. Younger children spend increasing periods of time in their new room prior to their move. Parents are involved in the process and children only move when they are emotionally and developmentally ready. Key persons share information about children's needs, interests and progress, so that these continue to be met. Staff within pre-school room contact those schools children are due to move on to. They invite teachers to the nursery, visit the schools and share relevant information with the teachers. Children and parents are well prepared for the move to school, as they are given advice about what to expect at school. For example, staff prepare information books about children's new school, which includes pictures of the teacher and different areas of the school. This helps to ease the move on to school and gives children confidence during their transition.

Staff set clear boundaries for children's behaviour and use age-appropriate language to show consistency. As a result, children learn to respect and value their environment and develop an awareness of responsibility within the setting as they help to tidy away toys. Staff gently reinforce positive behaviours to make sure children understand the impact of their behaviour on others. However, there is scope to improve the strategies currently being used in the toddler room to further enhance the younger children's understanding of quiet time, particularly during group work. Children's well-being and safety are effectively managed. Consequently, they play in a safe and secure environment. Staff are effectively deployed between the rooms and are vigilant and supervise children well. Children demonstrate a strong understanding of keeping themselves safe. They learn how to use space and equipment in a safe way; this is particularly evident when children use the stairs to move around the nursery. Children learn about the rules for keeping safe while on outings as staff raise their awareness of road safety.

Snack and lunch times are social occasions when children and staff sit together as they talk about the benefits of healthy eating. A daily routine of outdoor play provides challenges for children as they ride on bikes and balance, learning about the benefits of exercise and physical development on their bodies.

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

This inspection was bought forward following a notification that a child's specific dietary needs were not taken into account. This resulted in a child being hospitalised. The management team were very quick to respond positively to this incident and have taken all the necessary steps to review practice. As a result, Ofsted were informed and a review of the procedures of food ordering, handling food, storage and recording dietary needs has also been implemented. All staff are aware of the new procedures, and further training and discussion on dietary needs are included in team meetings. This effective response ensures that the nursery was meeting the welfare requirements at the time of the inspection. Leadership and management of the nursery is good. The management team are fully committed to improving practice to further enhance the nursery. Requirements of the Statutory framework for the Early Years Foundation Stage are met and all required documentation is in place. The management and staff team have a secure understanding of their safeguarding and welfare responsibilities. Information about safeguarding procedures is displayed and explains the nursery's role in keeping children safe. Staff fully understand and describe their responsibility to report any child protection concerns or allegations, by following the safeguarding procedures.

All staff working in the nursery are appropriately vetted, and robust recruitment and induction procedures are in place, which ensures that staff are suitable for their role. Staff's ongoing suitability is supported through effective systems for supervision, appraisals and performance management. Professional development is actively encouraged and staff have attended a wide variety of training courses to enhance their knowledge and practice.

Parents speak very positively about the nursery and say 'it's brilliant' and 'staff are friendly and caring'. They are very appreciative of the support they receive and what the nursery achieves for their children. They are pleased with the progress their children make and opportunities they have to be involved in creative and messy play. The nursery links closely with other providers and a wide range of professionals who work together to support children and their families effectively. Parents are well supported to be involved in their child's learning. For example, they are provided with information in various ways, including via the internet, newsletters and communication books.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY426889
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	943966
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	47
<b>Name of provider</b>	LB Childcare Limited
<b>Date of previous inspection</b>	08/11/2011
<b>Telephone number</b>	01625444706

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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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