

Monkey Puzzle Day Nursery Bexleyheath

304 Broadway, Bexleyheath, DA6 8AH

Inspection date	07/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 benefit from a welcoming, well organised, inclusive setting. They have access to a wide range of good quality resources and play materials.
- Staff work closely with parents and keep them well informed about their children.
- The management team are very committed to continually developing the provision and take effective steps to address any areas for improvement.

It is not yet outstanding because

- Staff have not yet fully developed the use of the outdoor area, which means they miss opportunities to encourage children to explore and investigate the natural world.
- Role play resources are not always organised to fully extend children's imaginative play experiences.

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 children taking part in indoor and outdoor activities and during mealtimes and care routines.
- The inspector had discussions with the manager, provider and staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Monkey Puzzle Day Nursery Bexleyheath registered in 2013. It is privately owned and is one of the Monkey Puzzle chain of nurseries. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted building in Bexleyheath town centre. Rooms for children in the early years age range are on the ground floor of the premises and children have access to an enclosed outdoor play area. There is space on the first floor for an out of school club for school-age children, although this is not yet in operation.

The nursery is open each weekday from 7am to 6.30pm for 51 weeks a year. There are currently 88 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged three and four years old. It supports children who have special educational needs and/or disabilities and those who learn English as an additional language.

There are 17 members of staff who work with the children including the manager and the provider. One member of staff holds Early Years Professional Status (EYPS). There are nine members of staff who hold relevant qualifications at level 3 and three who have level 2 qualifications. Four staff members are currently working towards a qualification.

What the setting needs to do to improve further

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

- extend opportunities for children to explore the natural world in the outdoor environment to enhance their understanding of the world
- review the organisation of role play areas to provide more varied and stimulating experiences to extend and develop children's imaginative play.

Inspection judgements

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

Staff welcome all children into the nursery. They gather detailed information about each child's background, starting points and needs to ensure they get to know children well and provide the support they need. For instance, they ask parents to fill out comprehensive registration forms and they talk to them to gather as much information as possible during visits to settle children in. Staff make regular observations of children's achievements and use these well to plan activities that build on children's knowledge and skills. As a result, children make good progress in their learning. Staff talk to parents to give feedback every

day. They also provide a daily diary that includes details of routines, activities and achievements and parents can access their child's progress reports on a secure website. Staff offer parents suggestions for activities to continue at home and encourage them to share information such as 'wow' moments. This ensures parents are involved in their child's learning.

Staff plan and provide a varied range of interesting activities for children based on their ages and needs. Children take part in a balanced routine and are well-occupied throughout the day. Staff help children develop a range of useful skills that prepare them well for the next stage of learning and for school. They support children's early language and communication skills effectively. For example, they sing rhymes and songs with babies, talk to children as they play and encourage conversations. Older children listen attentively to stories. Staff successfully engage children's interest when they talk about the story, making sure that all children have a chance to answer questions. Staff support children who are learning English as an additional language well. They find out key words from home and incorporate their home languages into the nursery through signs and labels around the room. They also provide books and stories to further promote children's learning.

Staff support children's understanding of size and capacity well when they play in the sand or water tray. They provide opportunities for younger children to explore what happens when sand goes through a sieve and they talk to older children about 'more' or 'less' as they fill and empty containers. Staff encourage children to express their creativity as they make a 'family album' using recycled materials or paint a picture at the easel. Younger children have fun getting messy with shaving foam and show pleasure as they move their bodies to songs and music. Older children use their imagination as they make tea in the home corner or dress up. However, role play resources are not always organised fully effectively. This means staff miss opportunities to create welcoming, interesting spaces that stimulate children's imaginations. Children explore the world around them when they talk about the changes that occur during different seasons or when they hold a pine cone and talk about how it feels. Staff are still developing the use of the outdoor play space to provide opportunities to investigate the natural world. For instance, children do not yet have opportunities to grow plants outside or select resources such as magnifying glasses or binoculars freely to examine things closely. As a result, staff miss opportunities to extend children's understanding of the world around them.

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

Children settle quickly in the nursery and make good relationships with staff and each other. Young children benefit from consistent carers who get to know them well. Staff are careful to follow children's familiar home routines, which helps them feel secure. Staff have a warm, caring approach. They provide extra cuddles and reassurance when children are tearful or upset, for instance, if they are new. This supports children's emotional and physical well-being. Staff provide consistent support and guidance that helps children behave well. They remind children to share and take turns and encourage them to be kind to each other. Children quickly become familiar with the routines and expectations of the

staff. They play well together and sit quietly on the carpet at circle time. Older children take turns to be 'helpers' and proudly take on responsibilities such as feeding the guinea pigs or setting the table for lunch.

The nursery is bright, clean and welcoming. Staff use a wide range of age appropriate resources to promote children's learning needs. Children grow in confidence and independence as they select a variety of play materials that are stored where they can easily reach them in low-level drawers and shelves. Staff are vigilant in promoting children's safety. They make daily checks of the nursery and garden to ensure children can play safely and they supervise children closely at all times. Staff help children gain an understanding of risks and how to keep themselves safe. For example, they remind them why they must not run inside and show them how to use the scissors carefully. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Children's good health is promoted well. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which help to minimise the risk of cross-contamination. Children learn to manage their own personal needs, for example, when they wash their hands before they eat. Children benefit from well-balanced nutritious meals and snacks that are freshly prepared on the premises. They look forward to their favourites, including lasagne for lunch, and share out the fruit at snack time. Older children serve themselves confidently and pour their own drinks when they are thirsty, which helps to prepare them for the transfer to school. Children play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they play a game of skittles, ride tricycles or throw a basketball into the net.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that staff are appropriately qualified and suitable to work with children. All staff attend child protection training and receive regular updates. This ensures they are aware of their responsibilities towards the children in the nursery. Staff take appropriate steps to monitor any concerns they have about children's well-being, seek advice and refer for further investigation where necessary. A comprehensive induction process ensures staff are familiar with policies and procedures and can implement them effectively in practice. All required documentation is in place that supports the smooth day-to-day running of the nursery and is detailed and well organised. The manager monitors staff performance closely through regular peer observations, supervision, appraisals and staff meetings. She quickly identifies and addresses any issues that arise. Staff receive in-house training as well as attending local courses to further develop and extend their skills. For instance, baby room staff recently attended a course in sign language, which has resulted in lively and enthusiastic singing with signing sessions arranged for younger children. This approach ensures that the staff group is well trained and supported.

Staff show a good understanding of the learning and development requirements. They monitor children's progress effectively through observation and assessment. They adapt

activities to ensure all children can take part, for instance, taking into account the needs of younger children during a group session, or those who have special educational needs. The management team are very committed to developing a high quality service and rigorously monitor and review what they do. All staff are involved in weekly room reviews to identify their achievements and set targets for the future. The management team takes effective steps to address any areas identified for improvement. For instance, since the nursery opened, the team has reorganised furniture and equipment in the baby room to meet the needs of younger babies. Management has also reviewed mealtime arrangements to ensure that the day runs smoothly for all children. The management team has clear plans in place for the future to further improve outcomes for children. This includes creating a covered area in the outdoor play space so that all children can play outside in all weathers.

Staff work closely with parents and welcome them warmly into the nursery. Staff keep parents well informed and they have access to a comprehensive range of policies and procedures as well as regular updates through newsletters and the nursery website. Parents comment that they particularly value the friendly, caring approach of the provider and manager. They are very happy with the nursery and say they feel at ease there. Parents are pleased with their children's progress and feel their children are safe and well cared for. Staff also work closely in partnership with other professionals and agencies where necessary, for example, if children have additional needs. This ensures children experience a consistent approach to their learning and care.

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	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

Unique reference number	EY469876
Local authority	Bexley
Inspection number	949254
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	140
Number of children on roll	88
Name of provider	Your Childcare Solutions Limited
Date of previous inspection	not applicable
Telephone number	07984467801

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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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