

Monkey Puzzle Day Nursery (Wilmslow)

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

Inspection date	14/02/2014
Previous inspection date	26/11/2013

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff caring for children in the toddler group are not vigilant enough to ensure children are kept safe and do not follow the nursery procedures in dealing with accidents.
- The key person system for children in the toddler group is not well embedded and the deployment of staff is not always effective to help consistently meet the children's individual needs. This results in variable care practices that do not consistently support all children's emotional well-being and welfare.
- Staff performance is not robustly monitored to identify their training, support and development needs and to ensure that required policy and procedures are clearly understood and followed. This is particularly relevant in addressing behaviour management and dealing with children's unwanted behaviour. Consequently, children's safety and welfare are not sufficiently supported.
- Risk assessment is ineffective as staff have not identified all potential hazards to children, such as badly fitted stair gates. Staff do not ensure that daily checks are carried out. This means children are not kept safe.

It has the following strengths

- Staff carry out regular observations and assessments of children and discuss these with parents to inform them of their children's progress.

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 play and learning activities in all areas and spoke to staff and children in the indoor and outdoor environments.
- The inspector carried out a risk assessment of the nursery.
- The inspector looked at a sample of children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager and registered person and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, staff records and the provider's self-evaluation form.

Inspector

Kerry Wallace

Full report

Information about the setting

Monkey Puzzle Day Nursery (Wilmslow) was registered in 2011 and is a franchise of the Monkey Puzzle Day Nurseries Group. It operates from a three storey building in the town centre of Wilmslow, Cheshire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, all year round except for Christmas holidays from 7.30am until 6.30pm. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are currently 48 children on roll who are in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children with whom English is an additional language. There are currently 19 staff working directly with the children, 14 of whom hold appropriate early years qualifications at level 2 and above. It receives support from the local authority and is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff record all accidents and follow the nursery's own procedure for recording these to ensure children's welfare and well-being is fully secured at all times
- ensure that staffing arrangements and the key person system, especially for children in the toddler room, is effective and meets the needs of all children to consistently support their learning and welfare to ensure that children's safety, supervision and emotional well-being are promoted
- ensure all staff have appropriate training, skills and knowledge to fulfil their roles and responsibilities; this specifically refers to making sure that there are effective supervision and monitoring arrangements to accurately assess and identify the training and development needs of all staff and ensure effective support and guidance is provided where necessary
- ensure that there are clear and well-understood policy and procedures for ensuring behavioural management is fully supported to ensure that children are kept safe in the setting
- ensure risk assessments are effective in identifying all hazards to children and that staff take effective action to minimise these risks, in particular ensure that all stair gates are secure and prevent children from gaining access to the staircases.

Inspection judgements

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

Children in the toddler room are not consistently provided with interesting activities in enough depth or breadth to provide adequate challenge, this results in children becoming bored and displaying unwanted behaviour. For example, staff do not provide any activities for children to engage with after lunch and this results in children running around the room. Consequently, children are not kept safe. Staff in this room do not place a strong enough emphasis on promoting the three prime areas of learning. For example, there are insufficient opportunities available daily to challenge their physical development and this results in children climbing on top of resources and equipment. Staff caring for babies do not always ensure that all babies are engaged with activities, which means that sometimes babies are left in highchairs with nothing to occupy them. This does not support their learning and development needs.

In contrast, staff caring for children in the pre-school age range have a secure knowledge

of the learning and development requirements and a good understanding of how young children learn and progress. As a result, children are happy and enjoy their time in the nursery. Staff use the indoor and outdoor environment well and ensure children have frequent access to the outdoor area. Pre-school staff communicate well with the children and listen to what children have to say and use daily phonics to support children's language development. They encourage children to think about their own needs. For example, when going outside, staff ask what children need to wear when it is raining. Staff make regular observations and assessments of children and use these to plan for future activities. Learning journals contain a wide variety of photographs showing children engaged in different activities and are shared with parents regularly.

Children visit local schools and use photographs to make booklets so they can reflect on their experiences. This helps to support their transition and readiness for school. Parents and carers are supported well to become involved in their children's learning. For example, they provide useful information from the start to help staff get to know their children and every term receive a written summary about their children's progress to keep them involved.

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

Promoting children's personal, social and emotional development and care practices are variable and on occasions inadequate for children in the toddler group. This is due to poor deployment of staff caring for children aged two years, which on occasions results in lack of supervision and compromises the children's safety and well-being. Staff struggle to manage the behaviour of children in this age group and consequently, children display unwanted behaviour which sometimes puts other children at risk. Staff are not vigilant enough to ensure children are kept safe and do not always record accurate descriptions of accidents or inform parents of this. This poor practice is not consistent with the nursery's policy and practice and does not meet the welfare requirements in recording accidents.

The key person system in the toddler room is not well embedded to provide continuity of care for children. This does not promote children's emotional well-being. Staff looking after this group were not knowledgeable about individual children's interests and did not provide sufficiently challenging or interesting activities after lunch time. In contrast, staff in the pre-school are good role models and support children's well-being. They remind children about having good manners whilst eating sandwiches at tea time and offer support in getting outdoor clothes on. Children are happy and animated as they talk to visitors about their day. This shows that they are confident and secure in their environment.

Children benefit from freshly prepared meals including breakfast, lunch, tea and snacks, which are healthy, balanced and nutritious. The nursery is keen to ensure that special dietary needs are met and take great lengths to ensure that children with allergies are well catered for. Staff in the toddler room try to encourage children to be independent as they serve themselves during lunchtime and hand out plates to their friends, however, this practice is not always consistent as staff quickly hand out yoghurt pots and spoons after

lunch. This means that practice is inconsistent and does not allow children to understand what is expected of them.

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

The inspection took place following notification of two accidents to a child in the toddler room which involved the child running into a wall and walking into a door. The inspection found promoting the well-being and safety of children in the toddler room is inadequate at times. Children's behaviour in the toddler room has been highlighted as an area to improve but since the last inspection, little progress has been made to address this. A member of staff has attended training on behavioural management but has not cascaded this information to other members of staff. There are no effective strategies in place to manage children's behaviour which results in other children being put at risk. The nursery has sound policies and procedures relating to behaviour management but these are not adhered to by staff. For example, children are not always provided with interesting activities to challenge them and keep them occupied. Safeguarding procedures are understood by staff and include use of mobile phones and action to take if an allegation is made against a member of staff. All staff are appropriately checked to ensure they are suitable to work with children and visitor identification was requested.

Leadership and management in the nursery is inadequate. Management have failed to effectively monitor staff performance, provide sufficient support for staff and ensure that required policies and procedures are followed. Staff practice in the toddler room was highlighted as an area to improve in the previous inspection and management acknowledge this, but have done little to address this. Consequently, this means that self-evaluation is weak and does not effectively focus on improving areas of concern. Risk assessment is not effective as daily checks are not always completed and do not always include potential hazards to children's safety. For example, the nursery is set out over three floors and has several staircases which are protected by safety gates. These gates are not effective in keeping children safe as they do not fit properly and are easily pushed open. A parent comments that the gate was 'wobbly and she could not close it properly'. Arrangements for checking on sleeping babies are not always carried out as described in nursery procedures. For example, they should be checked every ten minutes but this was not evident during the inspection and previous documentation supported this. This means that children's welfare and safety is not being fully met.

Partnerships with parents are promoted well as staff obtain detailed information regarding children's personal preferences upon entry to the nursery. Staff have an awareness of children's home life, which means they provide adequate support for children who speak English as an additional language. Parents are kept informed of children's progress each term and are comment that they are pleased with the care provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable (compulsory part of the Childcare Register)
- ensure details of accidents which occur on the premises where childcare is provided are recorded (compulsory part of the Childcare Register).

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	EY426889
Local authority	Cheshire East
Inspection number	952161
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	48
Name of provider	LB Childcare Limited
Date of previous inspection	26/11/2013
Telephone number	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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