

Monkey Puzzle Day Nursery (Wilmslow)

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

Inspection date	17/06/2014
Previous inspection date	14/02/2014

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	2
The contribution of the early years provision to the well-being of children	4	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 enjoy a wide range of activities that challenge and stimulate them. They are fully engaged throughout their time at the nursery.
- Teaching is good because staff understand how to promote children's learning. They successfully tailor activities to meet children's next steps in development and therefore, children progress swiftly.
- Children's safety and well-being are effectively promoted. Thorough risk assessments are in place to protect children from hazards and staff work in partnership with parents to find out about any specific requirements.
- The nursery is led by a strong management team. All staff benefit from regular training and mentoring. Consequently, children are cared for by staff who are knowledgeable, confident and enthusiastic about their role.

It is not yet outstanding because

- There is scope to improve the delivery of some adult-led activities by fully considering the use of space and resources so that all children maximise their learning and enjoyment.
- There is room to maximise children's engagement by providing clear expectations at the start of adult-led activities.

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 the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the management team for the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jennie Lenton

Full report

Information about the setting

Monkey Puzzle Day Nursery (Wilmslow) was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It is a franchise of the Monkey Puzzle Day Nurseries Group and operates from a three-storey building in the town centre of Wilmslow, Cheshire. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, from 7.30am to 6.30pm all year round, except for Christmas holidays. There are currently 56 children on roll, all of whom 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. There are currently 23 staff working directly with the children. Of these, 16 hold a qualification at level 3 and two hold level 2.

What the setting needs to do to improve further

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

- enhance the planning of adult-led activities by considering further the use of resources and space and explaining or role modelling to children what is expected of them, to maximise their engagement and enjoyment.

Inspection judgements

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

Children are happy and settled in this homely and welcoming nursery. They freely move around their cosy and well laid out playrooms, accessing a wide range of activities. The friendly atmosphere and supportive staff mean that all children quickly relax. Older children confidently chat away to their peers as they play imaginatively in the home corner, pretending to be vets, booking in appointments and treating the toy animals. Their language skills blossom as they take part in group activities, finding the rhyming words to put items into 'silly soup' and recognising the letters in the names as they self-register. Toddlers have great fun as they play in sand and water, make models of jellyfish using cellophane and other materials, and use cars to make tracks in paint. They paint pictures to their own design and satisfaction, developing their creativity and using brushes with increasing skill. Babies also enjoy a wide range of experiences. They explore a range of textured items in treasure baskets, experience the feel of 'gloop' and snuggle up with staff to listen to stories or sing nursery rhymes. All children are keen to take part in activities, showing good levels of concentration and engagement. Activities are linked to their interests, ensuring that they are engaged and willing learners.

Staff are skilled teachers. They sit alongside children as they play, encouraging them to show what they know by asking them questions and showing interest in their ideas. They provide a good level of challenge, adapting activities to meet children's individual levels of

ability. For example, younger children find their name at registration time by recognising their picture, while older children are encouraged to do so by looking at the initial letter of their name. Once this has been achieved, staff provide greater challenge by covering the initial letter and getting children to recognise the other letters and sounds that make up their names. Consequently, by the time children are ready to move to school they have an impressive level of understanding about how words are formed. Staff also provide a range of small and large group activities. Circle times are used to encourage children to develop concentration and confidence in speaking out in a group, while smaller groups of children take part in activities, such as drawing around each other, to learn about size and number. They look at whose figure is the tallest and count the number of fingers as they draw around the hands. Activities are fun and interactive, ensuring that children remain interested and learn through play. However, there is scope to improve the delivery of some adult-led activities by paying greater attention to the use of resources and space. For instance, during circle time, children are too close to each other and become distracted as they nudge each other and obscure the view of the computer being used for the 'silly soup' activity. There is also room to improve children's experiences by ensuring that they are fully aware of what is expected of them during planned activities. For instance, by role-modelling how to lie still while they are being traced around. Nevertheless, all activities are fruitful learning experiences and children's skills are rapidly developing.

Children's achievements are recorded and the key person for each child regularly monitors their development to ensure that they are continually making swift progress. Staff successfully identify ways to help children move forward and use this to inform the planning of future activities. Planned events are shared with parents, and staff consult with them at the start of a placement to determine children's starting points. They ensure that parents are kept informed as to their child's progress through regular reviews and parents' evenings. Parents receive a termly report, showing what their child has achieved and what areas are to be developed. These 'now and next' reports are extremely clear and parents are able to work with the staff to help their children take their next steps in learning. Parents also have the opportunity to join in with nursery events. They are invited to special occasions, such as a Father's Day breakfast where they are treated to a bacon sandwich and encouraged to stay and play with their children. This helps parents to see their child's progress in action and enables them to use similar approaches at home to promote sustained learning and development.

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

Children are offered settling-in sessions at the start of a placement to enable them to make a smooth transition from their home to the nursery. Parents are invited to stay to help their children become familiar with the environment and their key person. Staff use these sessions to find out about each child's personality, likes and dislikes and then provide favourite activities to help children settle. Consequently, children are confident with their key person, fully engaged in fruitful activity and more than happy to stay when parents are ready to leave. Information is collated on registration forms to ensure that staff are aware of any special requirements. Dietary or medical needs are fully discussed and all staff are made aware of any specific requirements to ensure that children receive

individualised care. Any accidents or incidents are promptly recorded and swiftly shared with parents to promote continuity of care.

Safety is highly prioritised. All exterior doors are kept secure and closed circuit television enables staff to identify visitors prior to allowing access to the building. Comprehensive risk assessments ensure that all areas and equipment are fit for use and new stairgates have been put in place to protect children on all levels of the building. Older children also learn how to keep themselves safe as they help staff check the outside area when it is their turn to be the 'special helper'. They look for hazards and discuss with staff how to improve safety. For example, they notice when toys have been left in the wrong place and suggest that they are taken back in doors or stored away. This helps them develop a good awareness of personal safety. Children generally behave very well. They know the rules of the nursery and understand that these are in place for their own well-being. They show a strong sense of ownership for the nursery and consequently treat their surroundings and each other with respect. They take part in 'tidy-up time', putting away toys with little prompting and taking pride in being the 'special helper'. Children receive plenty of encouragement and praise from staff throughout the day which effectively builds self-esteem and promotes emotional security. Any unwanted actions are dealt with calmly.

Children's good health is also well promoted. They have regular access to the outside area throughout the day, where they enjoy pedalling tricycles, balancing on the climbing wall and taking part in a range of other activities, such as hula hooping or using bats and balls. Children also enjoy a weekly music and movement session. A range of healthy meals are also provided to meet children's nutritional needs. Favourites, such as chicken casserole or cottage pie, are enjoyed at lunchtime, while healthy snacks and drinks are offered throughout the day. At teatime, children enjoy jacket potatoes with a variety of fillings or make their own sandwiches, buttering the bread and selecting a topping. This promotes their self-care skills as well as providing an opportunity to discuss healthy options.

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

Staff are fully checked to ensure they are all suitable to work with children. They all hold current Disclosure and Barring Service checks and regularly sign to say that there have been no changes to their circumstances which affect their suitability. Staff are also well qualified. There is a positive attitude to continual professional development and staff receive monthly supervision sessions where they discuss their performance and identify any training needs. They all regularly attend training on key areas, such as safeguarding and first aid. Designated staff take the lead on areas such as behaviour management, sharing their knowledge with other staff through team meetings. As a result, children receive care from knowledgeable and skilled practitioners. Safeguarding procedures are fully understood by all staff, and a full and comprehensive policy underpins their good practice. All staff display a robust understanding of the signs and symptoms that may indicate abuse and are clear about how to follow up any concerns promptly.

The nursery has received two visits from the local authority since the last inspection and one visit from Ofsted. They have worked in partnership with these bodies to successfully

address all the issues raised at their last inspection. The owner and manager have proved themselves to be strong and dynamic leaders who have successfully motivated and developed staff, improving practice and driving up standards. Changes have been made to the running of the nursery, including the employment of additional staff and the creation of another playroom for children aged 18 months to two years. The 'tweenie' room enables staff to work in smaller groups and provide greater support to toddlers, resulting in improved levels of engagement and less disruptive behaviour. A designated member of staff has also taken a lead on behaviour management and has attended training, which has been shared with all other staff at team meetings. New techniques and ideas have been discussed and implemented to improve children's experiences. For example, a card system is used to help toddlers learn to modify their behaviour. Reward cards that are meaningful to children are chosen in response to good behaviour. Children are able to choose a favourite story, select a sticker or decide which group game will be played. This approach has been successful in improving behaviour issues for this age group. The nursery has also provided a workshop for parents, to help support them in managing children's behaviour. Parents report that this was 'fantastic' and individual behaviour plans are now in place for parents and staff to work in tandem to identify and manage triggers to behavioural issues such as biting. Children's progress is also well monitored. Managers ensure that staff are accurately assessing each child and providing appropriate activities to help them make the best possible progress by overseeing the delivery of the educational programmes and monitoring each child's development. Any gaps in provision are promptly identified and swiftly remedied. As a result, all children are making good progress.

Staff build effective working relationships with parents and chat to them on a daily basis about their child's achievements and well-being. They get to know parents well and seek to support them in any way possible. For instance, they find out about any significant events in children's lives and build in activities or discussions to help support children as they face changes, such as moving home or welcoming a new sibling into the family. Parents comment that the staff are 'so approachable and professional' and that they 'really care about the children'. They cannot praise the nursery enough, commenting that their children have 'come on in leaps and bounds'. Notice boards around the nursery provide parents with additional information about childcare issues and about the Early Years Foundation Stage in particular. This helps parents to support and develop their children's learning at home. Key policies and procedures are shared with parents. This ensures that they are aware of the standards to which the nursery operates, and provides details of how to make a complaint if they need to. The nursery also builds effective links with other providers. Staff make contact with all schools that children will go on to attend, including those out of the immediate area. Photograph books are made, providing children with pictures of their new teacher, classroom and cloakroom areas. Staff use these to discuss the move to school and build children's enthusiasm for this move. Consequently, children are excited and look forward to their future learning.

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

Unique reference number	EY426889
Local authority	Cheshire East
Inspection number	978208
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	56
Name of provider	LB Childcare Limited
Date of previous inspection	14/02/2014
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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