

Monkey Puzzle Day Nursery High Wycombe

Rye House, 28 Easton Street, High Wycombe, Hertfordshire, HP11 1NT

Inspection date	08/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are consistently achieving very high standards across all aspects of their learning and development, including those whose starting points are lower than expected for their age.
- The quality of teaching is consistently very high and this is supported by precise assessments, observations and planning. This means that children's progress is excellent in all areas of learning and development.
- Extremely positive partnership with parents and carers means that children benefit from an exceptional quality of care and learning because successful strategies are in place to engage parents in supporting children's learning at home.
- Leaders and managers are inspirational with exceptional knowledge and they are committed to staff training and development; this means that children benefit from high quality care and education.

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 took account of the views of parent/carers spoken to on the day.
The inspector looked at children's assessment records, planning documents,
- evidence of suitability of practitioners working within the nursery and other documentation.
- The inspector talked with children present.
- The inspector observed activities in all the main nursery rooms and the outside learning environment.

Inspector

Helen Harper

Full report

Information about the setting

Monkey Puzzle Nursery registered in 2013. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open weekdays from 7.30am to 6.30pm, 51 weeks of the year with the exception of bank/public holidays. There are currently 36 on roll from three months old to five years. Childcare is based over three floors and has an outdoor garden area. Offices and the kitchen are situated in the basement. The nursery receives funding for the provision of free education for children aged two, three and four years. The nursery supports children with learning difficulties and/or disabilities and those children for whom English is an additional language. The nursery employs 10 staff and of these, seven staff, including the manager, hold appropriate early years qualifications and the majority of staff are working towards higher levels of training.

What the setting needs to do to improve further

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

- consider how the environment can be made more hygienic before children eat their snacks.

Inspection judgements

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

Staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. Children are well prepared for their future learning in school because the quality of teaching is excellent. Younger children are encouraged to turn pages of books and staff support their communication and language development by explaining in detail animals they are looking at. All children make very good progress because staff consistently use a highly effective system for observing, assessing and planning for the next steps in children's learning. The staff know the children exceptionally well and follow their interests. They gain detailed and insightful information from their parents and carers, who know them well. This means that children are being very well supported, particularly with their communication and language, including those who speak English as an additional language.

The environment is very well resourced and children can choose from a wide variety of toys, which are easily accessible to them. This means that children can make choices and are happy and engaged in their learning. Staff support children's learning extremely well

by listening to them and allowing them to lead their learning. Consequently, children's thinking is challenged. For example, children found a flower in the garden and this was then extended indoors as the children were given paint, herbs and spices to create their own designs with fragrance and texture. This led onto children being able to experiment with the paint by mixing two colours together to make purple. The quality of teaching is outstanding as activities are precisely planned and resourced to meet children's interests and their next steps in their learning. Expressive arts and design development was enhanced exceptionally well through this hands on activity that the children thoroughly enjoyed.

The nursery environment is exciting and offers a good variety of experiences and challenges across all areas of learning both indoors and out for children of all ages. Children visit the local park and library and therefore gain experiences of their local community. Children are enthusiastic and highly motivated to learn because their individual needs are noted and listened to. Staff join in and extend children's ideas, for example, during a running race, staff discussed who was first and second and this then extended to galloping like horses and recalling a famous race that had been on the television that weekend. Both mathematical and physical developments were being enhanced during this active and fun outdoor play session. When the session was over children confidently climb the stairs back to their classroom, change their shoes, hang their coats up and wash their hands independently. This shows they are being well prepared for school.

Staff fully engage parents in supporting their children's learning. The nursery provides newsletters and 'Chatterbags' containing ideas for supporting learning at home. They also provide daily communication and opportunities to review their child's learning records at parent's evening. Children are independent and confidence in serving themselves lunch and pouring their own drinks.

The nursery welcomes information from grandparents, other supportive agencies, nurseries and schools. They communicate well to make sure that information about children's interests, their development is shared and this has a positive impact on children's learning.

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

Staff build very effective relationships with parents and carers to support children's individual needs because the implementation of the key person system is excellent. Staff gather comprehensive information for each child and this means that children's routines and any specific dietary or health needs are fully understood and managed effectively and safely.

A robust system is in place to ensure children's individual dietary requirements are met. Children have their own placemats which have details of any dietary needs or

requirements. This ensures that all staff are aware of children's needs; therefore, children are kept safe and their individual needs are being catered for and respected. However, there are opportunities to ensure food is enjoyed in a more hygienic environment by ensuring tables are always wiped before food is served from them.

Children enjoy a very healthy, nutritious and varied menu of food. Staff extend their understanding of food during their pretend play. For example, they make 'S' soup with slugs and snails and this is extended to discuss the healthy toppings on pizza's and children mention cucumber and broccoli.

Children clearly make strong emotional attachments to their key person and other familiar adults because their needs are consistently met and they feel secure. For example, younger children are cuddled with affection as they are fed their milk. Transitions to schools are aided with visits so that children meet their new teachers while still at the nursery. This is further enhanced, for example by children take a visiting teddy bear to their new school, which they take photographs of and later share at nursery following their visit.

Risk assessments are carried out to ensure children are safe. Closed circuit television is in operation on all external doors and these are secure. Children participate in regular evacuation procedures and these are recorded.

Children's personal, social and emotional development is highly developed because the staff have high expectations of them and are excellent role models. Consequently, children's behaviour is exemplary and they share and turn take extremely well. Children's self-esteem is high and they are confident because staff praise them and value their contributions.

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

Leadership is outstanding and the impact of the manager is evident throughout the nursery.

The manager leads her team extremely effectively. She is dedicated to improving the quality of teaching throughout the nursery ensuring all children achieve the highest quality care and learning. Clear targets for improvement are in place and these include wish lists to further enhance the nursery resources.

There are highly effective systems in place for evaluating and monitoring staff performance and in setting personal targets for development. Professional development for staff is paramount. This means that the high standards already achieved will continue to be developed as staff gain further knowledge, which has a positive impact on the quality of teaching within the nursery.

The nursery has a clear quality improvement plan in place and encourages parents to be an active part in this. For example, parents are collecting items to help build a music wall within the outdoor area. Parents say they feel well supported and informed about their children's learning and that staff are approachable.

Children make excellent progress because the educational programmes are interesting and challenging. This means that all children are making progress towards the early learning goals. Progress tracking of children's development means that staff can quickly identify any gaps that may appear in learning so support can put into place to ensure all children continue to progress.

All staff undertake a thorough induction and have a deep understanding of their responsibilities. Safeguarding children is paramount and staff clearly display posters throughout the nursery. For example, mobile phones are locked away in the nursery entrance to ensure they are not used and all visitors sign in and out of the building. Staff are confident in their knowledge and know how to address any concerns if required. They all know the children extremely well and fully meet individual children's needs. Rigorous policies and procedures are in place and understood by staff. The nursery documentation supports and exceeds the requirements of the Statutory framework for the Early Years Foundation Stage.

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	EY469145
Local authority	Buckinghamshire
Inspection number	938198
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	36
Name of provider	Little Cupcakes Childcare Limited
Date of previous inspection	not applicable
Telephone number	01494700047

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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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