

Monkey Puzzle Day Nursery

50 Chapel Street, Billericay, Essex, CM12 9LU

Inspection date	29/08/2014
Previous inspection date	04/05/2011

The quality and standards of the early years provision	This inspection:	2
	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

- Children are very well protected in this safe, stimulating learning environment. They are happy and confident because of the strong bonds they have formed with the staff, particularly their key persons.
- Staff create enabling environments for all ages, promoting independence and engaging children of all ages in purposeful play. As a result, all children, including those with special educational needs, make good progress in their learning and development.
- Children are very well prepared for the move on to school because of the comprehensive transition arrangements that exist within the nursery and with the receiving schools.
- Rigorous systems for monitoring and evaluating all aspects of the provision contribute to continuous improvement. Staff are very reflective of their practice and committed to improving outcomes for the children.
- Managers are strongly committed to ongoing improvements and set ambitious targets and action plans to improve the provision.

It is not yet outstanding because

- The outdoor provision does not reflect the seven areas of learning as well as the indoor environment. Consequently, children do not have as many opportunities to develop all their skills during outdoor play.
- Expectations of behaviour are not as clear in the pre-school as in other playrooms.

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 held discussions with the manager and deputy manager.
- The inspector observed learning activities both inside and outdoors and carried out joint observations with manager.
The inspector looked at samples of documentation relating to safeguarding, children's learning and development, leadership and management and the self-evaluation.
- The inspector took account of the views of parents present on the day.

Inspector

Vicky Turner

Full report

Information about the setting

Monkey Puzzle Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a grade 2 listed four-storey building in the Billericay area of Essex, and is owned by a private provider. There is an enclosed area available for outdoor play. The nursery employs 25 members of childcare staff, 22 of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round, from 7am until 7pm. Children attend for a variety of sessions. There are currently 83 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds and supports 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:

- improve the quality of the outdoor provision in order to promote learning equally across the seven areas and provide more opportunities for children to make swift progression in all their skills
- ensure that staff in the pre-school room reinforce the rules for positive behaviour during group discussion times so that children know exactly what is expected of them.

Inspection judgements

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

Teaching and learning are good because staff have a robust understanding of the educational programmes and the way young children learn. Key persons regularly observe, assess and identify children's next steps. They use this information to plan purposeful learning opportunities, taking into consideration children's age and stage of development and their individual interests. As a result, children and babies make good progress in their learning and development. Those with special educational needs and/or disabilities also make good progress from their starting points. Staff provide individual plans to help them make the best possible progress, and liaise with parents and professionals to ensure each child receives a tailored approach to learning. Children's learning journey records include examples of their work, photographic evidence, staff observations and parents' contributions. Parents also conduct observations at home and this is recorded in the child's home learning book. This helps to ensure staff have a complete picture of what each child can do; therefore, planning reflects their emerging needs and interests. The progress check for children between the ages of two and three years is firmly in place and shared with parents. Highly effective transition arrangements

ensure that children are very well prepared for the move on to school.

Children are well motivated and engage in a wide range of interesting, self-selected activities in a stimulating learning environment. Playrooms are well organised with good quality resources. These are labelled and easily accessible to babies and children, promoting independence. Clearly defined areas of learning mean that children and babies can explore and investigate in a safe, secure space. For example, children enjoy exploring 'the cave' which provides good sensory experiences and soft-play opportunities. Children's language and communication skills are developing well because staff talk to them throughout the day, modelling good use of language. Discussion times, 'show and tell' sessions and story times offer many opportunities for talk. For example, toddlers actively participate in an interactive story session which is supported by staff effectively using voices, facial expressions and gestures to bring the story alive. As a result, children are fully engaged and show a good understanding of the events in the story and the characters. They join in with songs and number rhymes, which are supported by props. Children benefit from the music project which runs every Tuesday and aims to develop children's communication and attention skills. There are good opportunities for role play and children enjoy making marks, both indoors and outdoors. This promotes their imagination and early literacy skills. Older children link letters and sounds and write their names during self-registration. This helps to ensure they have key skills required for the move into school.

The baby room is very well equipped with sensory equipment and natural materials to support all areas of learning. Babies crawl around the room exploring their surroundings. They respond well to adults and make their needs known by nodding, smiling, babbling and using gestures. Babies and toddlers explore how things work as they investigate interactive toys. They begin to learn about cause and effect as they press buttons and see what happens next. They experiment with sound as they explore different musical instruments. Daily diaries and sleep charts are completed and shared with parents. There are plenty of opportunities for children to develop their understanding of the wider world. For example, children observe life cycles of living things, look after the pet hamster and follow nature trails at the park. They grow their own vegetables, which they later eat, and the digging area allows them to dig and transport mud. Visits to the library, the fire station and the local cafe support children's understanding of people and communities. Children have access to a range of electronic hand-held devices which support their learning about technology. Children and babies benefit from regular performing arts and dance sessions along with music sessions which provide good opportunities for them to express themselves through dance and music.

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

Children and babies feel secure and happy because of the strong bonds they have formed with the staff. They are very well protected in a safe, caring environment because staff have a good understanding of their roles and responsibilities for safeguarding children in their care. They are vigilant and children are well supervised at all times. Children are eager to come to the setting and are warmly welcomed by friendly staff who provide comfort, reassurance and high quality care. Well-established routines mean that children

settle in well and know what to expect. Children develop positive attitudes about themselves and begin to empathise with others. 'Feelings' dolls enable them to talk about their emotions. Praise is used well to motivate babies and children and to recognise their achievements. The 'star of the day' and 'pupil of the day' rewards boost children's confidence and self-esteem. Children and babies are successfully emotionally prepared to move on to the next stage in their learning. Room-to-room transitions are carefully managed and take place when both parents and staff feel that the child is ready to do so.

Children are taught how to keep themselves safe. Pre-school children conduct their own risk assessments and are becoming more aware of safe practices. All children are taught how to use equipment safely. For example, how to handle scissors safely. Visits from a popular builder character, the police and fire services teach children about safety, stranger danger and road safety. Children generally behave well because staff have clear expectations and children understand what is expected. However, pre-school staff do not always reinforce the rules and expectations at group discussion times. As a result, practice in the pre-school is not as strong as it is in the rest of the nursery.

Children's health is very well promoted. They enjoy healthy breakfasts, snacks and lunches which are prepared from fresh produce. Children help themselves to breakfast and pour their own milk. Snack times are free flowing so children help themselves when they are ready. They serve up their own portions at lunchtime and can access water throughout the day. Children's cultural, dietary and medical needs are considered when preparing meals. The nursery has been awarded a five star grading for food hygiene. Staff talk to the children about healthy and unhealthy foods to broaden their understanding of eating well. Visits from the dentist and the introduction of teeth cleaning support children's understanding of dental hygiene and self-care. The outdoors provides good opportunities for active physical play for all ages. Children ride wheeled toys, engage in playground games and take part in assault courses. However, provision for other areas of learning does not replicate the good indoor provision. As a result, there are fewer learning opportunities available to the children outdoors. The pre-school children and toddlers participate in a sports session run by a qualified coach on weekly basis and thoroughly enjoy an exceptional hockey session. They recap previous learning and reinforce the rules for using hockey sticks. Children listen well and follow instructions very well. Excellent modelling and demonstration by the coach means that children understand what is expected. Highly effective questioning enables the children to think through the actions as they practise their new hockey skills. Daily baby yoga sessions for the very young children enhance their well-being.

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

Comprehensive policies and procedures are in place and regularly reviewed to keep children safe. All staff are trained in safeguarding and feel confident in dealing with safeguarding issues. They have a good understanding of the procedures for reporting concerns about a child. Parents receive a safeguarding leaflet when their child starts nursery, so they are also aware of the procedures that are in place and the high priority the setting places on this crucial area of practice. Staff are vigilant and ensure that

children are supervised at all times. Daily risk assessments are conducted to ensure that all rooms, the outdoors and equipment are safe. Staff are thoroughly checked for their suitability to work with children. The premises are very secure and visitors are checked before gaining entry to the nursery. Accident and medication records are well maintained. Staff hold current first-aid certificates. Regular fire drill practises mean that children understand the procedures for safe evacuation of building in case of an emergency.

The new manager leads by example, providing inspirational guidance that raises the aspirations of all who work within the nursery. As a result, staff are highly motivated and committed to improving outcomes for the children. Systems for monitoring and evaluating all aspects of the provision are thorough and contribute to ensuring the continuous improvement and development of the nursery. Children's progress is rigorously tracked so that children who need additional support are quickly identified and appropriate support is put in place. The nursery tracker ensures that managers have a precise and accurate overview of children's progress. Staff, parents and children are fully involved in the ongoing, sharply focused self-evaluation process. Management recognises that the outdoor area is not yet fully developed to provide seamless learning opportunities to extend and reinforce the good indoor provision. Action plans are in place to address this. Outdoor play coordinators have been appointed on each floor to oversee the outdoor area and provide support to other staff in planning for outdoor activities. Recommendations from the last inspection have been fully addressed. There are robust, well-documented systems for managing staff performance. Annual appraisals, regular professional staff supervision meetings and peer observations provide good opportunities for staff to reflect on their practice. Managers conduct room observations and staff are graded on their performance. Individual training needs are clearly identified and staff are encouraged to enhance their professional development. The manager is keen to boost staff morale and has introduced staff satisfaction questionnaires.

The highly effective key-person system has been successful in establishing strong relationships with parents and they are involved in all aspects of their children's learning and development. Parents are kept well informed about their children's progress through daily conversations, daily diaries, telephone and emails. They are invited to parents' evenings twice a year and attend coffee mornings and 'getting ready for school' evenings. Parents' views are highly valued and sought through questionnaires, network meetings and a suggestion box. Parents are very pleased with the quality of care and education provided, particularly the provision for children requiring additional support. The setting has strong links with local primary schools and works well with them to ensure that the move into school is a positive experience for both parents and children. School staff come into the setting to meet and support parents with preparing their children for transition. Strong links with external agencies, such as the local children's centre, enables the nursery to secure good interventions so that children receive the support that they need to flourish and thrive.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY412761
Local authority	Essex
Inspection number	851327
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	83
Name of provider	MB & SR Limited
Date of previous inspection	04/05/2011
Telephone number	01277 624999

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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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