

Monkey Puzzle Day Nursery

1 Springvale Terrace, London, W14 0AE

Inspection date

05/11/2014

Previous inspection date

27/05/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Staff know children well because they observe children's interests. As a result, activities are fun and exciting for all children.
- Children feel safe and secure, because staff are warm and comfort children well.
- Staff involve parents in their child's learning. They keep them informed of their child's development and changes at the nursery.
- Management has a strong drive to further develop and reflects on practice well. This helps to effectively improve outcomes for all children.

It is not yet outstanding because

- Occasionally, staff do not allow children sufficient time to respond during conversations. This means they do not take all opportunities to enhance children's communication and language abilities.

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 talked to children and observed them as they played, indoors and outdoors.
- The inspector spoke with staff and parents when appropriate throughout the day.
- The inspector and manager carried out a joint observation.
- The inspector checked a selection of policies and procedures, as well as staff suitability and qualifications.
- The inspector met with the manager to discuss staff development, recruitment and safeguarding.

Inspector

Deborah Found-Bloodworth

Full report

Information about the setting

Monkey Puzzle Day Nursery registered in 2010. It operates from a two-storey building in West Kensington, in the London Borough of Hammersmith and Fulham. The ground floor is divided into two rooms, one for toddlers and one for preschool. Two rooms are upstairs for children under two years of age. Children have access to an enclosed, outdoor play area. Stairs provide access to the first floor. The nursery is open each weekday, from 8am to 6pm, for 51 weeks per year. There are currently a total of 96 children in the early year age range on roll. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The staff support children with special educational needs and/or disabilities, and children who learn English as an additional language. The provider employs 14 early years staff. Of these, 13 staff hold appropriate childcare qualifications, including two with Qualified Teacher Status and one with Early Years Professional Status. A cook and a receptionist also work at the nursery.

What the setting needs to do to improve further

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

- improve the risk assessment to include anything that children may come into contact with
- improve children's access to battery-operated information technology and programmable toys and create access to a listening corner for older children
- allow children time to respond when having conversations with them, to further develop their communication and language abilities.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and the areas of learning and development are covered well. Confident staff interact positively with children and help them to make good progress. They carefully consider which resources to set up, which means that the learning opportunities reflect children's next steps in their learning and development. The children are excited, have fun and are ready to learn. Consequently, they are well prepared for school and their next steps in learning.

Children enjoy a good balance of adult-led and child-led activities. Staff engage young children well. For example, children became excited as staff sang Incy Wincy Spider with

them, as they watched a pretend spider go up a cardboard tube. Children were eager to take part, because staff were enthusiastic, and made the activity interesting and stimulating. The children took turns to guide the spider up and down the tube, as they patiently took turns. Therefore, staff are effective in engaging children and motivating them to learn.

Staff promote children's communication and language development effectively. For example, they shared a plate of fruit with the children and talked about the food in the story that they shared together. Children talked about their favourite types of fruit and what happens if they eat too much. Staff extend children's learning effectively by asking useful questions. However, occasionally, they do not allow the children sufficient time to respond, so do not take all opportunities to enhance their communication and language abilities. Staff use props effectively, for example, as children pass around a toy caterpillar to show it what they are eating. Children speak confidently to the caterpillar, practising their new words.

All children have the opportunity to use the well-resourced gardens. Staff promote their physical skills well. For example, children have the chance to ride on bikes and use the climbing frame, which helps them to develop strength and coordination. Young children are supervised closely as they explore and climb, learning to balance and become confident movers. During the inspection, some children were enthusiastic about digging in the sand and being creative with plastic plumbing, while others got bulbs from the greenhouse ready to plant. Children, including babies, enjoy outings to the local community. For instance, they go to the local park to collect leaves for their artwork.

Staff carry out accurate observations and assessments of the children's achievements, and use the information to plan effectively for all children. Staff have developed learning profiles for every child and track their learning and development. As a result, staff plan challenging and interesting activities that meet individual children's needs. Therefore, they promote children's learning effectively and help them gain important skills for their future learning.

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

Staff thoughtfully organise the environment, which encourages children to explore and investigate their surroundings. Babies crawl over soft blocks and giggle happily as they practise moving safely around the room. They have a wide variety of textures to explore and staff are always close by to encourage them. Staff set out the resources well throughout the nursery and these are on the tables for children to choose from. They ensure that additional resources are stored at a low level, so that children can make more choices independently. Staff provide role play areas with real food, such as squash and bananas, and real packaging, such as empty orange juice containers. Therefore, they provide children with resources that represent the real world. Consequently, children play enthusiastically and learn well.

Children's behaviour is good, and children listen well to the adults around them. Staff

readily praise children when they are trying hard and, as a result, children continue to do their best. Staff are skilful when settling new children into the nursery, and provide plenty of hugs and cuddles to help them feel comfortable. Staff are attentive to any unsettled children, and act quickly to help and put them at ease. Staff are relaxed and calm, and are good role models for the children. They promote a positive environment and meet children's emotional needs and sense of well-being effectively.

Staff promote children's good health and self-help skills effectively. For example, children enjoy eating healthy foods in a calm but chatty environment. The nursery chef takes great pride in planning healthy options for the children who respond with enthusiasm as they sit together enjoying their meals. Older children are learning to become more independent by serving themselves, while younger children are encouraged to feed themselves with their spoons and forks. The chef teaches the children to make homemade pizza, promoting their interest in their food. Staff promote good hygiene routines, for example, as children wash their hands before eating. Staff have good procedures for nappy changing, reducing the risk of cross contamination.

Staff effectively help children to cope as they transfer to different rooms within the nursery and to school. For example, when staff assess that children are ready to move to the next room, they spend increasing amounts of time in their new room as they become settled. Staff talk to one another and share information about the child to promote continuity of care. When children are ready to move to school, the staff show them school uniforms and talk to them about what their new school will be like. Teachers from the school come and visit the nursery. This helps staff to promote children's well-being effectively during times of change.

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

The manager fully understands the safeguarding and welfare requirements. Staff are clear about the procedures to follow in the event of a concern about a child in their care. Management reviews procedures regularly in staff meetings and supervision meetings. The manager ensures that the appropriate checks are carried out to assess the suitability of new staff. All staff take part in regular one-to-one meetings to discuss performance and development. Consequently staff are becoming more skilled, which effectively improves outcomes for children.

The manager knows the children well because she observes their learning and development directly, and also reviews the planning and tracking regularly. She has a thorough knowledge of the Early Years Foundation Stage learning and development requirements. The manager reviews all of the children's assessments to find out if there are any areas where children are not developing as expected. She then meets with staff to plan activities to encourage children to progress in these areas. Recently the manager organised training for all staff to learn about promoting communication and language. As a result, staff are more confident in how to develop all children's communication and language skills. The staff team is working well with the local authority to further develop

opportunities to improve the quality of teaching and learning. Therefore, they have taken positive steps to improve outcomes for children,

Parents are integral to the development of the nursery. The manager seeks ideas and suggestions through the use of questionnaires and a suggestion box. Parents are also invited to parents' evenings. The manager keeps parents informed of any changes through regular newsletters and organising information evenings. Parents are also welcome to chat to staff at the beginning and end of the day, and contribute to their children's termly assessments.

The manager has led the staff team effectively, while introducing a number of changes to develop the provision since the last inspection. The actions set at the last visit have been met. Together with parents and with children, staff have evaluated the strengths and weaknesses, and have a well-developed plan to continue to strengthen the service provided. Other professionals have been invited to share their expertise to help the staff enhance their skills for the benefit of the children.

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	EY419565
Local authority	Hammersmith & Fulham
Inspection number	981726
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	84
Number of children on roll	96
Name of provider	Mark Antony Crosby
Date of previous inspection	27/05/2014
Telephone number	02034909326

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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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