

# Monkey Puzzle Day Nursery

Fairley House, Andrews Lane, Cheshunt, WALTHAM CROSS, Hertfordshire, EN7 6LA

<b>Inspection date</b>	27/10/2014
Previous inspection date	06/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The quality of teaching is good. Practitioners plan effectively to provide an interesting and varied range of learning experiences for all children who make good progress and some reach higher than expected levels of development. Practitioners have a very good knowledge of what children know and can do. Consequently, any gaps in children's learning are identified and closed effectively.
- Well-established links with parents and other support agencies help to ensure the care and learning needs of all children are effectively planned for. Children form close bonds with their key persons and other practitioners, and as a result, they are keen and active learners.
- The leadership and management of the nursery are strong. Practitioners have a very good understanding of how to protect children, to monitor and manage risk and to keep children safe. Robust recruitment and safeguarding procedures, regular appraisals and ongoing professional development ensure all adults working with the children are suitable to do so.

### It is not yet outstanding because

- The planning for outdoor learning does not consistently include all areas of learning to fully reflect the different learning styles of all children.

## 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 spoke to children and watched them play in all areas of the nursery and the outside play area.
- The inspector looked at children records in relation to their starting points, and achievements and how this information is used to plan for children's individual learning.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the manager and the registered provider, and sought the views of practitioners and parents at appropriate times throughout the inspection.

## Inspector

Tina Kelly

## Full report

### Information about the setting

Monkey Puzzle Day Nursery registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. The nursery is privately run by A&I Childcare LTD. under a franchise to Monkey Puzzle Day Nurseries Group. It operates from a converted house in Cheshunt. The pre-school room is on the ground floor while the younger children and babies are cared for in rooms on the first floor. Access to the upstairs rooms is by an internal staircase. All children share access to an enclosed outdoor play area. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. Children attend for a variety of sessions. The nursery is open from 7.30am to 6.30pm for 51 weeks of the year. Currently there are 80 children on roll, 75 of whom are in early years age group. The nursery offers limited places for out of school care during school holidays. There are 22 staff employed to work with the children and there is a full time cook. The manager is qualified at level 4 and the majority of practitioners have qualifications at level 3. Unqualified practitioners are working towards an early years qualification through an apprenticeship scheme or with support from the nursery. The nursery is supported through the development team from Monkey Puzzle Day Nurseries Group and the local authority early years adviser. The nursery is a member of the National Day Nurseries Association.

### What the setting needs to do to improve further

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

- review the development of play opportunities for the outside play area, so that they fully promote all areas of learning, reflecting children's different learning styles, particularly those children who prefer to learn outdoors.

### Inspection judgements

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

The quality of teaching is good because practitioners have an in-depth understanding of how young children learn through well-planned play. They provide a rich and varied range of learning activities based on the seven areas of learning to promote children's progress to a good level. Practitioners complete the progress check for children between the ages of two and three years, and share a written summary with parents to enable them to support children's developing skills at home. Parents are fully involved in supporting children's learning between home and nursery, because children are invited to take the Billy Bear toy home to share in family events. Key persons are responsible for completing children's learning journals; these are shared with parents, on a regular basis, to assist them in extending and supporting children's learning at home. Practitioners carry out regular observations and robust assessments; these help to ensure any gaps in children's learning are quickly identified. They also identify next steps in children's learning to inform

future planning to support children's progress and learning very effectively.

Practitioners within each room plan a range of interesting topics taking into account the ages and stages of development of the children in their care. They frequently use the additional space and resources in the sensory room to introduce children to different textures and sensual experiences. The baby room is well resourced; children can easily reach toys and resources which promote their personal and physical skills. Practitioners sit and talk to the young babies; they encourage them to be involved, moving and manipulating balls and blocks. Babies and teenies join together at various times through the day. This supports their move to new rooms and enables them to become familiar with other practitioners which, in turn, builds their confidence. The pre-school room is laid out to promote all areas of learning. There is a separate room for small group activities and creative projects. Children are beginning to recognise letters linked to their names as they use wipe clean white boards to practise writing familiar shapes and letters. The recently installed large, covered den area is extremely popular. Children are excited to play in the darkened den and talk about different aspects of Halloween they have learnt about during circle time and through the specific planned activities. Children are very competent in putting on the dressing-up clothes and they walk around the room disguised as ghosts and pumpkins. All children have daily access to the outdoor learning environment, which is well resourced. The spacious interesting area provides separate areas for the babies, toddlers and older children to play safely. However, it does not reflect the opportunities for active learning as well as the indoor area. For example, resources to support and extend their outdoor learning are not always included in the planning. As a result, some children are not able to learn quite as effectively when they are outside, as they do indoors.

Highly skilled and committed practitioners teach children to be independent and to think for themselves. For example, children make choices about what they want to do; they listen and develop a strong sense of self-esteem and confidence. Children within the pre-school room are invited to take part in adult-led activities. They show initiative as they help to take flour and water outside to make dough in a large floor tray. Practitioners teach children to estimate the amount of water they will need to be absorbed by the flour. They encourage children to take their time, and look for the changes in the mixture as they add water. Practitioners use open-ended questions to guide the children to a suitable conclusion. Through this process, children learn simple mathematical concepts as they work together to make the dough. Practitioners are very aware of the importance of promoting good communication skills for all children. They use sign language across the nursery to support young children and those who need additional support to understand what is expected of them, and to follow instructions. Overall, children take part in rich and varied play experiences. As a result, they are developing the skills they need to ensure they are confident and capable in taking part in new experiences, which supports their future learning.

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

Children form strong bonds with their key person, other practitioners and each other. Practitioners take account of the information gained from parents during the settling-in

process which helps to ensure children who are new to the setting, or those who attend part-time, can settle quickly. The good deployment of practitioners across all areas of the nursery is very effective in ensuring the learning and care needs of all children are recognised and met to a good level. Practitioners use daily communication books for the younger children to ensure parents are fully aware of how key routines are managed throughout the day.

Practitioners teach children about a healthy lifestyle through well-managed daily routines. Children are encouraged to make healthy lifestyle choices, including taking part in regular exercise and playing in fresh air. Outside companies come into the nursery to introduce children to sports, dancing and physical activities. The nursery provides children with a balanced and nutritious diet, which is prepared on site. Children's independence is supported as they help to serve their lunches and clear away. In the pre-school room, practitioners teach children how to carry out self-care tasks independently, such as, going to the cloakrooms, which are situated outside the playroom. Children tell practitioners they are going to the cloakroom and a timer is set so practitioners can monitor them as they leave the room and on their return. Good personal care routines are reinforced because practitioners ask children if they have clean hands when they return.

Children behave well. Practitioners are very good role models, speaking to children and explaining what is expected of them. Young children learn how to negotiate stairs with lots of praise and support from practitioners. They explain how the children need to walk carefully and to hold on to the banister rail as they go down stairs to the garden. This helps children to learn how to manage risk safely. Practitioners remind children of the simple rules that are in place for their own safety and how their actions affect children playing nearby. For example, children are learning not to run indoors and readily help with tasks such as, clearing up after snack and lunch times. Children are becoming aware of how to keep themselves safe by taking responsibility for adapting their own environment.

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

The two registered providers are involved in all aspects of the running of the nursery. They support the manager and practitioners in evaluating overall practice to ensure the nursery meets the requirements of the Early Years Foundation Stage. Everyone involved in the running of the nursery has high expectations for the quality of care and learning provided for all children. The safety and well-being of all children is high priority. The nursery uses the information and procedures provided by the Local Safeguarding Children Board to monitor and maintain the well-being and safety of all children. A robust recruitment and induction process, alongside regular appraisals, help to make sure that all adults working with the children are suitable to do so. Effective risk assessments enable practitioners to ensure the safety of children. They are further protected by the use of the closed circuit television across the nursery site and a video link to monitor sleeping babies and the younger children.

Highly motivated and skilled practitioners have a strong commitment to continuous improvements and training. The manager and registered providers support practitioners

and carry out regular appraisals. These meetings help to ensure all members of the team are proactive in providing high-quality learning opportunities for all children and identify training needs. The nursery receives qualified teacher input from the parent company's area support team. There is a comprehensive evaluation process in place with detailed action plans to support the nursery in ensuring continuous improvement. This clearly demonstrates that the registered providers, senior practitioners and the support team from the company have a clear insight into the management of the nursery. Since the last inspection, the management team have reviewed routines within the nursery to ensure challenging learning experiences are planned and provided for all children. They have updated some policies, procedures and risk assessments to maintain the safety of children.

The nursery works closely with children's centres, early years agencies and professionals when children need additional support. The nursery is not currently caring for any children with special educational needs and/or disabilities or children who speak English as an additional language. However, the manager and key persons are aware of the importance of working with parents and other professionals to make sure the needs of such children are met. The nursery has exceptionally good relationships with parents and extended families. The manager and registered providers have an open-door policy and are always available to speak to parents. There is an informative web page and detailed information is on display around the nursery. Parents' meetings twice yearly, and a regular questionnaire, enable parents to share their views with the management team. The information is used in the overall evaluation process to help to ensure the nursery continues to improve their practice and provide high-quality learning opportunities for all 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

<b>Unique reference number</b>	EY394654
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	859634
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	72
<b>Number of children on roll</b>	80
<b>Name of provider</b>	A & I Childcare Ltd
<b>Date of previous inspection</b>	06/05/2010
<b>Telephone number</b>	01992678535

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

