

Monkey Puzzle Day Nursery



The Old School, east Lodge, Ampthill Road, Shefford, Bedfordshire, SG17 5BH

Inspection date	21 June 2016
Previous inspection date	8 December 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has made positive changes to the nursery since their last inspection. They are effective in promoting opportunities for staff to develop their continuous professional development. Regular supervision and appraisals enable staff to identify their own strengths and areas for improvements.
- Children develop their creative skills. For example, their imaginations are encouraged as they use a range of puppets and become fully involved during a story with staff.
- The key-person system is effectively promoted to ensure that children's care is fully tailored to their individual needs. Staff are supportive and sensitive to young children's thoughts and feelings and build strong relationships with parents.
- Children develop healthy lifestyles and are active. Staff consistently reinforce children's growing awareness of how good practices contribute to their health. Children understand why they need to wear a hat and sun cream in the sun.

It is not yet outstanding because:

- In the room for two-year-olds, staff do not provide non-sleeping children with rich, varied and interesting experiences for a short period after lunch. This means these children are not effectively engaged in their learning at this time of day.
- Parents are not consistently offered further guidance or ideas about how to more actively promote their child's learning at home.
- On occasions, staff do not make the most of opportunities to help children learn about age-appropriate technology.

What the setting needs to do to improve further

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

- review the staffing arrangements in the room for two-year-olds after lunch to provide non-sleeping children with a good range of rich, varied and interesting experiences at this time of day
- enhance children's learning experiences further by providing more ideas for parents to extend their children's learning at home
- provide more opportunities for children to learn about age-appropriate technology.

Inspection activities

- The inspector observed a planned activity and jointly evaluated this with the nursery manager. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery owner, manager and a representative from Monkey Puzzle head office. She looked at relevant documentation, such as the suitability of staff working in the nursery.
- The inspector discussed with the owner and manager how they evaluate their setting. She viewed action plans and other records of reflective practice.
- The inspector looked at a range of documentation including safeguarding procedures and policies, as well as observation and assessment documentation. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She also viewed a range of parental feedback in the form of written questionnaires.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team has implemented effective recruitment and induction procedures to ensure that staff are suitable. Regular training opportunities enable staff to routinely update their knowledge of child protection procedures. They understand their roles and responsibilities in protecting children and are fully aware of the process to follow if they have concerns about a child's welfare. The monitoring of staff practice is effective. The manager and room leaders complete observations on all staff. This includes newly introduced group video observations. Staff look objectively and discuss strengths and weaknesses to encourage their ongoing development. The nursery owner has developed an effective action plan that identifies improvements. She uses this with staff during regular team meetings as another way of promoting continuous improvement.

Quality of teaching, learning and assessment is good

Staff plan effectively for individual children. They complete a range of daily observations to identify where children's interests are and how they can link these interests to their next steps in learning. Children's communication and language development are good. There are many opportunities for children to talk and be listened to. During outside play, staff spend valuable time listening to older children's ideas as they enjoy a creature and bug hunt. Young babies are equally well supported in their early language development. Staff talk, sing and use sign language when communicating with babies and use opportunities, such as creative play, to introduce new words and language.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are effective role models. Children showing care and consideration for other children. For example, during a group activity children remind each other about the need to wait their turn. Babies are cared for by warm and caring staff who support them in developing close bonds and attachments. Children are happy, safe and secure. Staff are very aware of children's individual needs and requirements and meet these effectively. Children's personal, social and emotional development are promoted. They are effectively praised by staff. Very young children regularly take part in physical activities. They climb confidently on equipment in the outside area and smile broadly as staff congratulate them for good climbing skills. Older children enjoy regular opportunities to explore the local woodland environment. They learn about their safety and demonstrate strong physical skills as they climb and balance on trees and logs.

Outcomes for children are good

All children, including those who have special educational needs or disability, make good progress in their learning. Staff use assessments to identify any areas in which children need more help and they provide positive support so that children catch up in these areas. This ensures that all children are well prepared for school. Children thoroughly enjoy outdoor activities. They learn about floating and sinking as they experiment with water. Very young children are well supported as they enjoy a range of different textures, such as sand. They explore how sand feels with their whole bodies.

Setting details

Unique reference number	EY489726
Local authority	Central Bedfordshire
Inspection number	1034796
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	64
Name of registered person	More Than Talking Limited
Registered person unique reference number	RP908070
Date of previous inspection	8 December 2015
Telephone number	01462 337273

Monkey Puzzle Day Nursery was registered in 2015. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including the manager who holds a level 6 degree qualification. The nursery opens from Monday to Friday, from 7.30am to 6.30pm, all year round, except for a week between Christmas and New Year and bank holidays. The nursery offers early education funding for two-, three- and four-year-old children and supports children who have special educational needs or disability.

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