

Monkey Puzzle Day Nursery Chesham

R N S HOUSE, Fullers Hill, Chesham, HP5 1LR



Inspection date	24 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provider and manager work together to form an effective team in evaluating provision and progress. They successfully monitor the quality of teaching and staff assessments of children's progress and use this information to identify and implement further improvements.
- The staff provide an extensive range of resources and activities that help to encourage children's natural curiosity to learn.
- Staff engage well with the children. They ask children questions, comment on what the children are doing and demonstrate new skills to help them achieve. Children make good progress in their learning.
- Children form warm and affectionate bonds with the staff that look after them. This is especially evident for the very youngest children in the baby room. All children are happy and settled.

It is not yet outstanding because:

- Sometimes staff are less successful at helping young children learn to manage their emotions. Staff do not always make clear to children how they expect them to behave, for example, at mealtimes.
- Staff do not fully consider the effect that background noise has on young children's learning. For example, sometimes music playing within the environment hinders children's ability to develop their listening and speaking skills.

What the setting needs to do to improve further

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

- develop a more consistent approach to helping children understand about acceptable behaviour
- review practice to create more opportunities to build on young children's developing listening and speaking skills.

Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the parents' views.
- The inspector spoke with staff about their understanding of safeguarding, child protection and first aid.
- The inspector sampled documentation, including children's records, the provider's policies and staff qualifications.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

The provider and manager accurately identify priorities for improvement and successfully make changes. For example, they have developed a more stimulating outdoor learning environment for children who prefer to learn outdoors. The provider and manager provide staff with regular feedback on their teaching and support their attendance at useful training that benefits children. They encourage staff's professional development. For example, the manager asks experienced staff to support their new colleagues to help enhance their teaching skills. Safeguarding is effective. The provider completes thorough checks to confirm the suitability of those she employs. She ensures staff know what steps to take if they have a concern about a child to protect their welfare.

Quality of teaching, learning and assessment is good

The manager and staff monitor children's progress and identify those who require additional support. For example, they recognised that not all children progressed quickly in mathematics and focused more closely on the teaching in this area to help children catch up. Staff plan well for the different stages of children's development. They enhance young children's physical skills, such as to reach and grasp toys. Staff teach older children to experiment with colour and to understand the language for number and measure. They encourage children to count spoonfuls of paint and mix in 'a little' to create new colours. Staff provide parents with useful information about their children's progress and ideas to extend their development at home. They work with staff at other nurseries children attend, helping to provide consistency in their care and learning.

Personal development, behaviour and welfare are good

Staff meet children's individual needs well. For example, they make babies comfortable when they are ready to sleep and give all children the opportunity to rest. Children get to know the nursery cook well. She encourages their interest in a healthy diet, for instance, by asking them to share their thoughts and ideas about the meals she provides. Children benefit from lots of positive interactions with staff. For example, they encourage children to help with daily routines, such as recycling packaging, and give them lots of praise for being helpful. Staff build children's confidence and self-esteem and help them to develop a positive view of their own abilities.

Outcomes for children are good

Children learn a range of skills that prepare them for their future learning, including school. Babies and very young children learn to move confidently, to communicate their needs and to enjoy the company of other children and adults. Older children learn to recognise their names, to work cooperatively together and to explore and find out how things work. Children understand how to care for each other and their environment.

Setting details

Unique reference number	EY481881
Local authority	Buckinghamshire
Inspection number	992830
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	51
Number of children on roll	54
Name of registered person	Skylarks (UK) Ltd
Registered person unique reference number	RP534010
Date of previous inspection	Not applicable
Telephone number	01494793843

Monkey Puzzle Day Nursery registered in 2014. It is situated in Chesham, Buckinghamshire. The nursery is open from 7.30am to 6.30pm, Monday to Friday, throughout the year. The provider receives funding to provide free early years education for children aged two, three and four years. The provider employs 11 staff. The owner holds qualified teacher status, the manager and one member of staff hold early years professional status, and seven staff hold childcare qualifications at level 2 or level 3.

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