

Monkey Puzzle Weybridge

Ashburton House, 3 Monument Green, Weybridge, KT13 8QR



Inspection date

29 September 2016

Previous inspection date

22 July 2014

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not ensure risk assessments are consistently rigorous to identify all hazards to children, such as those associated with the wide open first-floor windows. However, as immediate action was taken to eliminate this hazard, there was no significant impact on children's safety. This is also a breach of the Childcare Register.
- Staff assessments of some children's development are not precise enough to identify and plan for their next steps in learning, particularly to support progression with communication and language skills. Children's progress is not good enough.
- Children's activities are not well focused to support their interests and developmental needs. For example, during the day, some staff do not recognise when children need outdoor activities and physical play.
- Self-evaluation is not fully effective to recognise some weaknesses in staff practice.

It has the following strengths

- Children are happy and well behaved. They benefit positively from the kind ways staff care for them.
- Staff share a wide range of information with parents to keep them informed about their children's learning and development.
- Effective recruitment and vetting procedures ensure all staff are suitable to work with children. The provider understands her responsibilities to report significant issues to Ofsted.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ review risk assessments regularly to ensure hazards to children are promptly identified and minimised, in particular ensuring the first-floor windows are secure 	27/10/2016
<ul style="list-style-type: none"> ■ improve staff's knowledge of how to accurately assess children's progress and use this information to help plan appropriate activities for what they need to learn next 	27/10/2016
<ul style="list-style-type: none"> ■ improve staff's understanding of how to support and improve children's communication and language skills effectively. 	27/10/2016

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

- provide more opportunities for children to have physical play and outdoor activities
- strengthen the effectiveness of self-evaluation to ensure it targets the areas for improvement accurately and enhances outcomes for children.

Inspection activities

- The inspector spent the majority of time observing the children in the nursery and in the garden.
- The inspector sampled children's information and development records.
- The inspector held discussions with the provider, manager and staff.
- The inspector talked to one parent and read parental feedback comments to obtain their views about the nursery.
- The inspector completed two joint observations with the manager.

Inspector

Jennifer Devine

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The provider and all staff have recently completed safeguarding training. They are fully aware of the procedures to follow if a child is at risk of harm. Staff undertake daily checks of the environment to minimise any hazards. However, on occasions, safety checks are not robust enough to eliminate all risks to children. For example, at the inspection, some windows on the first floor where children play were open wide. This did not impact significantly on the children's safety, as the manager acted promptly to resolve this hazard raised by the inspector. The management team monitors staff performance to identify weaknesses in practice. It has recently developed a training programme to improve the whole team's knowledge. However, as this is in its infancy, it has not had an impact on raising the quality of teaching.

Quality of teaching, learning and assessment requires improvement

Staff set up the play rooms with a range of activities to encourage children to play and learn. Children gain skills in becoming independent; for example, they make free choices about their play. The young babies receive good support. For example, staff are attentive to their needs and provide some positive learning experiences to encourage their early development. However, the quality of teaching is not consistently strong. Staff make observations and assessments of children's development. However, they do not ensure these are accurate enough to plan for children's individual interests and do not notice when children are getting bored with activities. Staff interact with children and engage in discussions with them. However, they lack knowledge of how to support children whose communication and language is lower than expected.

Personal development, behaviour and welfare require improvement

The key-person system is effective and this enables parents, children and staff to form close bonds. Staff have a caring approach. For example, they provide clear rules and expectations for behaviour and teach children to share and take turns. Children learn to be independent in their personal routines. Children learn some aspects about healthy lifestyles; for example, they benefit from nutritious meals. Older children confidently serve their own lunch and learn to think about how much food is enough to eat. However, staff do not plan sufficient time for children to be physically active outdoors.

Outcomes for children require improvement

Children are generally motivated to learn and develop some skills in preparation for starting school. However, weaknesses in the teaching and assessment processes mean that children are not supported enough to make good progress, particularly with aspects of their communication and language skills.

Setting details

Unique reference number	EY474097
Local authority	Surrey
Inspection number	1074111
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	76
Number of children on roll	77
Name of registered person	Nikki's Nurseryies Ltd
Registered person unique reference number	RP533406
Date of previous inspection	22 July 2014
Telephone number	01932 988 400

Monkey Puzzle Day Nursery Weybridge registered in 2014 and is located in Weybridge, Surrey. It is open each weekday from 7am to 7pm for 51 weeks of the year. The nursery employs 22 staff, 18 of whom hold relevant childcare qualifications. The nursery receives nursery education funding for children aged three and four years.

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.

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