

# Monkey Puzzle Day Nurseries - High Wycombe



Rye House, 28 Easton Street, High Wycombe, Hertfordshire, HP11 1NT

<b>Inspection date</b>	10 October 2016
Previous inspection date	8 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
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:

- The manager does not make sure that all staff make full use of risk assessments and safety procedures, such as to identify and remove all hazards, which hinders children's safety. This breach also relates to the requirements of the Childcare Register.
- Staff do not communicate sufficiently with one another at times to make sure children receive highly challenging learning experiences. This affects the rate at which children's development can progress.
- Initial assessments of children's development are not as precise as they could be. For example, staff rely on parents' views and do not include their own observations from the very start, to help influence their plans for children's learning.

### It has the following strengths

- The manager makes sure there are plenty of resources and activities available to support children's play. She ensures that there are sufficient trained staff to support children's play routines and maintain required ratios at all times.
- Children are happy in the care of the staff. Staff are warm and nurturing towards children, readily offering comfort when needed. They ensure that young children have the support they need to feel secure and settled.
- Children show a willingness to try things for themselves and become independent. For example, they are beginning to manage their personal needs for themselves.

## 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:

	<b>Due Date</b>
■ make sure that risk assessment processes enable staff to readily identify and minimise all potential hazards to children's safety	10/11/2016
■ improve the communication between key person and other staff, to support children's learning needs continually, especially when key staff are not present.	16/12/2016

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

- make better use of information gathered from staff's observations of children's play, to improve the accuracy of children's initial assessments, to influence plans and enhance learning opportunities.

### Inspection activities

- The inspector observed staff interactions with children during routine daily play activities.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector met with the manager and owner, and held a meeting about the management practices.
- The inspector spoke to parents and took account of their views.
- The inspector and the manager evaluated a child-led activity together.

### Inspector

Victoria Frost

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager identifies a range of areas for further development and some improvements have been made since the last inspection. She monitors staff skills, including the quality of their teaching, and suitably oversees children's progress. However, the risk assessment processes are not consistent enough. For example, at the inspection, some debris and rubbish were found at children's level in the youngest age group. Despite this, staff ensure the premises are secure and generally organise themselves to supervise children, which reduces any significant harm. Staff access training and support to improve their teaching skills. Safeguarding is effective. The manager makes sure all staff are aware of their responsibility to report any concerns about children's welfare, and ensures that she keeps up to date with local child protection procedures.

### **Quality of teaching, learning and assessment requires improvement**

Staff interact with children positively and show suitable teaching skills. For example, staff readily add resources to children's play to ensure they can all join in. Staff make use of training they have received to build on children's development such as communication skills. For example, staff use signing to communicate with children whose speech is delayed. However, when key staff are absent, communication between staff teams is not consistent to make sure that children still receive high levels of challenge in their play. In addition, staff do not make full use of the wide range of information they gain from parents when children first join, to help them target learning. Overall, staff share daily information with parents to keep them informed about their children's progress.

### **Personal development, behaviour and welfare require improvement**

Staff support positive behaviour, and instil clear rules and boundaries, so children know what is expected of them. For example, staff have worked with older children to create a list of rules that encourages them to share and be respectful of others. Although staff deploy themselves well overall, staff do not always make sure they assess all possible hazards to children. This means that children's safety is not always fully considered at times. For example, at the inspection, staff did not consider all possible risks when teaching young children how to use scissors.

### **Outcomes for children require improvement**

Children make some progress in readiness for school. For example, they enjoy small tasks such as setting the tables and clearing away at mealtimes. Older children learn basic handwriting skills and develop an awareness of letters. Younger children build the confidence they need to explore the world around them, under the care of staff. However, the pace of children's development is not good enough. This is due to the levels of challenge some children receive and weaknesses in assessment processes.

## Setting details

<b>Unique reference number</b>	EY469145
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1074551
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	60
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Little Cupcakes Childcare Limited
<b>Registered person unique reference number</b>	RP907077
<b>Date of previous inspection</b>	8 April 2014
<b>Telephone number</b>	01494700047

Monkey Puzzle Nursery registered in 2013. The nursery is open on weekdays from 7.30am to 6.30pm, for 51 weeks of the year, with the exception of bank holidays and public holidays. The nursery receives funding for the provision of free education for children aged two, three and four years. The nursery employs 14 staff and, of these, 13 hold appropriate early years qualifications ranging from level 2 to level 5.

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