

Monkey Puzzle Golders Green

131 Golders Green Road, London, NW11 8HJ

Inspection date

28 September 2017

Previous inspection date

25 April 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Leaders have failed to act upon actions set at their last inspection to raise the quality of their setting overall. They do use effective procedures to identify weaknesses in practice and ensure all staff are following policies and procedures correctly.
- Staff do not ensure that all children's attendance is recorded correctly. Some staff do not have a suitable awareness of how many children are present in their group at all times and they do not consistently document when children arrive. This compromises children safety.
- Staff do not provide accurate information to parents about babies' nappy changing routines.

It has the following strengths

- Teaching is of a good quality and staff plan a variety of activities inside and outdoors in which children are eager to take part.
- Staff know children well and have effective procedures in place to observe and reflect on children's progress over time. Children make good progress in their learning and gain the skills they need for their move to school or for their future learning.
- Staff provide children with a range of balanced and nutritious meals and help them to learn about staying healthy. They teach children about identifying possible dangers. For example, children use a picture chart to help check the toys outside to make sure they are safe.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

Due Date

- | | |
|---|------------|
| ■ maintain an accurate daily record of the names of the children looked after on the premises and their hours of attendance | 20/10/2017 |
| ■ provide parents with accurate feedback in relation to babies' care routines, with particular regard to nappy changing. | 20/10/2017 |

Inspection activities

- The inspector observed teaching and learning inside and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of the children's learning records, staff observations and planning, and a range of policies and documentation, such as evidence of the suitability of staff and safeguarding procedures.

Inspector

Shana Laffy

Inspection findings

Effectiveness of the leadership and management is inadequate

Leadership is weak. Leaders have not taken appropriate steps to address all weaknesses identified at their last inspection to raise the quality of care to a suitable level for the children who attend. Leaders have not implemented effective systems for self-evaluation to help them identify and act upon breaches of requirements. Their capacity to improve without support is poor. Safeguarding is not effective. Leaders have failed to make sure that staff consistently document children's attendance at the setting. This significantly compromises children's safety should an emergency arise. However, leaders and staff do know how to respond should they have concerns that a child may be at risk of harm. Leaders form suitable partnerships with other professionals involved in children's care. The management team offers staff ongoing supervision and opportunities to develop their professional knowledge. For example, staff attend training based on the developmental needs of the children in their key group to further support children's achievements.

Quality of teaching, learning and assessment is good

The quality of teaching is strong. Staff tailor learning to individual children well and work with leaders to track children's ongoing progress successfully. Staff plan challenging next steps for children and provide activities which help to close gaps in their learning. Older children enjoy taking part in adult-led activities which support their understanding of the wider world. For example, children use their senses to explore different smells, textures and tastes when making modelling dough. Children develop good communication skills and staff model language clearly. They help children to express themselves and develop their creativity. For example, children excitedly play along to familiar nursery rhymes using instruments. Staff encourage the youngest children to gain strong physical skills through a range of tasks. For example, babies try rolling balls and gain confidence to climb and investigate their surroundings.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding practice do not ensure that children's welfare is always top priority. Staff do not ensure parents are given correct information about the times babies' nappies are changed. Although staff record each time a child is changed on a chart in the nursery, information provided for parents does not accurately match this and, on occasions, parents are not given this information at all. Staff show kindness towards children and children form bonds with their key person. Children behave well at all times. Staff provide opportunities for children to be active and learn outdoors. For example, children benefit from the use of the nursery garden.

Outcomes for children are good

Children gain confidence to try things for themselves and begin to form friendships with one another. Older children gain good literacy skills. For example, they enjoy writing during their role-play games and learn about the sounds that letters represent. Children begin to develop early mathematical understanding. For example, they explore capacity and measuring as they pour water between jugs outside. Babies begin to show independence at mealtimes and enjoy sharing books with an adult. Children quickly

develop their speaking skills and name animals that are familiar to them. Children make good progress in relation to their starting points and are well prepared for the next stage of their learning.

Setting details

Unique reference number	EY536606
Local authority	Barnet
Inspection number	1097941
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	42
Number of children on roll	33
Name of registered person	O & S Nurseries Ltd
Registered person unique reference number	RP536605
Date of previous inspection	25 April 2017
Telephone number	07779623251

Monkey Puzzle Golders Green registered in 2016. The nursery is open each weekday from 7.30am until 6.30pm, for 51 weeks each year, excluding public holidays. The nursery employs seven members of staff to work directly with the children. The manager holds a relevant qualification equivalent to level 3. The nursery receives funding for the provision of free early education for two, three and four year-old children.

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