

# Monkey Puzzle Day Nursery Mitcham

379 London Road, Mitcham, CR4 4BF



## Inspection date

12 October 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The provider does not have effective staff monitoring and self-evaluation in place. She does not always check that staff are fully trained to carry out their roles. For example, some staff have yet to be trained on using systems they have in place to assess children's learning and development.
- Staff do not consistently use effective systems at mealtimes to protect the well-being of children with special dietary requirements, to fully ensure their safety.

### It has the following strengths

- Children enjoy their time at the nursery. They settle quickly and are eager to start their learning. The key-person system is effective in helping staff to form clear bonds with the children and in helping children to make good progress in their learning.
- Staff are consistent in their approach to behaviour management. They talk to the children about the importance of using kind hands. Staff also work closely with all parents to share strategies to manage certain behaviours. This helps to provide good continuity of care for the children. Children behave well.
- The provider and staff work closely with other professionals to safeguard the children and to provide them with good continuity of care and learning.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure staff receive the right coaching and support to carry out their roles and support children's learning and development	31/10/2017
■ improve systems at mealtimes to ensure the needs of children with special dietary requirements are met at all times.	12/10/2017

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

- use self-evaluation effectively to make sure all requirements are met and to monitor and improve the provision to a good standard.

### Inspection activities

- The inspector observed children in the main play areas and garden.
- The inspector spoke with the provider, staff and children at appropriate times during the inspection.
- The inspector took into account the views of the parents.
- The inspector discussed with the provider the learning taking place and how she monitors staff practice.
- The inspector sampled a range of documents, including staff recruitment and children's learning files.

### Inspector

Rebecca Hurst

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The provider and staff have a clear understanding of the procedures to follow if they have any concerns regarding children's welfare. Staff also have a clear understanding of whistle blowing procedures. This all helps them to keep the children safe. The provider's self-evaluation is not fully effective. She is able to identify some areas to improve, such as where staff are best suited to work. However, at times, she does not review if managers are carrying out their roles in training and inducting new staff in using learning systems so they can support children's learning further. Staff work with the parents to gather their views on the nursery. After feedback, staff now share menus so that parents are fully aware of what their children are eating. Staff have a clear knowledge of writing and speaking in English to support children's learning. The provider meets requirements relating to accidents, ratios and staff deployment. Overall, staff supervise children appropriately, such as when they use large play equipment. The provider notifies Ofsted of significant events and informs parents of any action taken to support children's welfare.

### Quality of teaching, learning and assessment is good

The provider works closely with the staff to track children's learning and to review different groups of children. For example, they have identified that children's personal, social and emotional development and language are behind. They plan good-quality activities to help to narrow gaps in children's learning. Staff support older children in building pathways out of blocks as they work out the distances they need to put them to be able walk on them. As they walk or jump between them, staff encourage the children to count the steps they take, to help support their mathematical development.

### Personal development, behaviour and welfare require improvement

Staff do not consistently follow systems to protect older children's well-being at mealtimes. Although permanent staff serve the meals, other staff sometimes mistake children and sit them at the wrong places. They also do not notice when children take meals from children with special dietary requirements. However, the provider made immediate changes to practice to keep children safe. Younger children enjoy trying new foods. They learn how to use pitta bread to scoop food to eat. Staff prepare babies meals that meet their individual needs, so they can enjoy the food provided.

### Outcomes for children are good

Children are ready for the next stage of their learning and development and subsequent moves to school. Younger babies enjoy learning new skills. They learn how to dress and undress themselves, putting their shoes on and off as well as their coats, as they get ready for the garden. The more able younger children learn how to use the stairs safely, helping to develop good physical skills. Older children learn how to safely use the climbing equipment. They practise their physical skills, for example, as they master the stairs and hold onto the 'wobble' bridge as they move between the climbing frame and slide.

## Setting details

<b>Unique reference number</b>	EY501778
<b>Local authority</b>	Merton
<b>Inspection number</b>	1115422
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	K & S Angels Day Nursery Ltd
<b>Registered person unique reference number</b>	RP906023
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07432818441

Monkey Puzzle Day Nursery Mitcham registered in 2016. It is located in the London Borough of Merton. The setting operates on weekdays from 7.30am to 6.30pm for 51 weeks per year. The nursery is in receipt of free nursery education funding for children aged two, three and four years. There are eight staff working with the children, seven of whom have relevant early years qualifications at level 2 or above. The provider is a qualified teacher.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

