

Monkey Puzzle Day Nursery

23 Shenley Road, BOREHAMWOOD, Hertfordshire, WD6 1AD



Inspection date	24 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:

- Supervision methods are not strong enough to provide adequate coaching for staff to help improve their personal effectiveness that contributes positively to children's daily experiences.
- Staff do not use opportunities to raise children's awareness of risks in the environment to help them build on their understanding of how to keep themselves and others safe.
- Staff are not always successful in gathering specific information from parents about what their children can already do or know when they first attend nursery.
- Staff do not consistently engage in two-way communication with parents about children's progress to help support them in guiding their child's learning at home.

It has the following strengths

- Staff form strong bonds with children. When children are tired or upset, they quickly settle when they are comforted by their key person or familiar adult.
- Children enjoy a balance of adult-led and self-chosen activities. Staff refer to the next steps that children need to help support their good progress and introduce them into children's play and investigations.
- Children learn skills that help to support them to become more independent. Older children enthusiastically put their coats on before they go outside.

What the setting needs to do to improve further

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

Due Date

- improve the supervision arrangements for staff to receive coaching that fosters effective teamwork and enhances their personal effectiveness so that children's daily experiences are consistently positive. 01/12/2017

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

- promote children's deeper understanding of how to keep themselves and others safe, helping them to more easily identify and manage risks for themselves
- increase opportunities for parents to share detailed and accurate information about what their children can already do when they begin nursery
- strengthen communication methods for sharing ideas and information with parents to help support children's learning at home.

Inspection activities

- The inspector looked at a variety of documentation including evidence of the suitability of staff working with children and children's attendance registers.
- The inspector observed activities in the playrooms and nursery garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the manager and the provider. She carried out a joint observation with the manager.
- The inspector took into consideration the views of parents spoken to on the day and those recorded in questionnaires.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management requires improvement

Supervision is not sufficiently robust to help foster a culture of mutual support and team work. Managers have introduced methods to help monitor the quality of teaching to support children's good progress. However, weaknesses in personal effectiveness in other aspects of staff's roles are not addressed. This sometimes has an impact on children's well-being. The arrangements for safeguarding are effective. The provider ensures that all staff are suitable to work with children. Staff follow the robust procedures in place and know how to report any concerns they may have about children's welfare. Since the nursery opened, there have been several changes in staff. The owner and current manager strive to continually improve the provision. Feedback from parents, the local authority and area managers is valued. Managers have an induction plan in place for new members of staff. This helps staff quickly become familiar with key procedures, including fire evacuation and safeguarding.

Quality of teaching, learning and assessment is good

Children enthusiastically join in activities. They watch what happens when they blow paint through a straw. Children return to the activity later to create more patterns, helping them to consolidate their previous learning. Young children and babies strengthen their muscles while they stand at a low tray. They run their hands through dried pasta, helping to stimulate their senses. Children who speak English as an additional language are effectively supported. They look at cards with familiar objects on them, copying the words staff use to name the objects. The key person asks parents for important words in the language children use at home to help strengthen communication.

Personal development, behaviour and welfare require improvement

Staff do not work together to ensure that children consistently have good daily experiences. There is sometimes confusion as to which member of staff should be undertaking specific tasks to help promote children's needs. Nevertheless, staff are attentive to children's dietary requirements. Lists are displayed, detailing allergies and personal preferences in each of the group areas. Staff who hold first-aid qualifications are confident in their roles. Staff encourage children to behave well. They use reward systems that interest and motivate individual children. For example, some children receive stickers for their good behaviour while others prefer to post happy faces into a box.

Outcomes for children are good

Given their starting points, children make good progress. They listen attentively to staff and learn to recognise letters and numbers. They learn to share equipment with their friends. Managers effectively monitor the progress made by different groups of children. Staff support children who have special educational needs and/or disabilities well. They develop individual learning plans that are shared with all staff. This helps to provide a continuity to help close gaps in children's learning. When the time comes, all children are ready for their move to school.

Setting details

Unique reference number	EY496892
Local authority	Hertfordshire
Inspection number	1116000
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	99
Number of children on roll	85
Name of registered person	Hala Hassan Limited
Registered person unique reference number	RP903087
Date of previous inspection	Not applicable
Telephone number	07907769754

Monkey Puzzle Day Nursery registered in 2016. The nursery employs 24 members of childcare staff, of whom 18 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, from 7.30am to 6.30pm, 51 weeks of the year.

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