

# Monkey Puzzle Day Nursery (Wilmslow)

Faraday House, 5 Hawthorn Lane, Wilmslow, SK9 1AA



<b>Inspection date</b>	23 November 2017
Previous inspection date	17 June 2014

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

## Summary of key findings for parents

### This provision is good

- Managers and practitioners demonstrate a strong commitment to achieving the best outcomes for all children. The well-qualified practitioners plan exciting activities that children want to join in with. Children make good progress and become eager learners.
- Partnerships with other professionals are a particular strength. Practitioners share accurate information about children's achievements, interests and individual needs with schools. This helps to promote effective continuity for children's learning and care.
- Parents enthusiastically praise the nursery team. They feel very well informed about children's progress and development. Parents say they are encouraged to continue children's learning at home. For example, parents help pre-school children to recognise numbers by finding them at the shops and on the doors of houses.
- Managers take account of the views of parents, children and practitioners when they evaluate the provision. They work with practitioners to plan and implement improvements.
- Children's safety is promoted well. For example, children with allergies to certain foods are kept safe as everyone adheres rigorously to well-established routines for preparing and serving food.

### It is not yet outstanding because:

- The manager's regular observations of teaching do not focus specifically enough on what practitioners need to do to improve and why.

## What the setting needs to do to improve further

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

- build on the systems for assessing the performance of practitioners and focus more sharply on helping them to develop an expert knowledge of teaching and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery owner and the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is good

Managers continually seek to learn and improve, and this makes them good role models for the team. For example, managers felt that the nursery's well-established approach to promoting positive behaviour did not help practitioners to guide children effectively. They consulted practitioners and worked with children to agree golden rules for behaviour. The introduction of the rules has made the direct teaching of respectful and tolerant behaviour more effective. Safeguarding is effective. Procedures for recruiting and vetting new staff are robust and carefully followed. Practitioners know what they must do if they are concerned that a child may be at risk of abuse or neglect.

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

Practitioners use what they know about children's progress to plan activities that help to extend their learning. For example, pre-school children know how to make play dough as they have done this many times with adults. Practitioners set up a work station with ingredients and equipment, and children now make their own play dough. This means that children apply what they already know and learn more when they try out their own ideas. Practitioners implement what they learn at training. For example, the team attended training about teaching early mathematics. One of the outcomes was that practitioners working with babies and toddlers introduced more number songs into daily routines. This helps the youngest children to learn and say numbers in sequence.

### Personal development, behaviour and welfare are good

Practitioners are kind and caring, and their relationships with children are positive. As a result, children feel secure and play happily. Children learn to be helpful. For example, when they find that the outdoor equipment is wet they willingly join in with helping to dry it. Practitioners rigorously follow procedures that help to keep children safe. For example, they follow hygiene routines that minimise the risk of infections spreading. Practitioners understand how children learn. They provide varied opportunities for children to learn and explore independently. For example, babies grasp egg-shaped chinks and find out how to make marks on the giant paper on the floor.

### Outcomes for children are good

Children are eager learners who acquire the skills and knowledge that prepare them well to start school. They understand that the expectations for their behaviour can differ at different times. For example, children sit quietly and participate at group time. At other times, they create lively role-play stories as they talk and have fun together. Children listen to stories with interest and enjoyment. They know that printed words carry meaning. Children count and use numbers during routines and activities. Children develop independence in using the toilet and always wash their hands before they eat.

## Setting details

<b>Unique reference number</b>	EY426889
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1102313
<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 - 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	LB Childcare Limited
<b>Registered person unique reference number</b>	RP530595
<b>Date of previous inspection</b>	17 June 2014
<b>Telephone number</b>	01625444706

Monkey Puzzle Day Nursery (Wilmslow) registered in 2011. The nursery employs 15 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6. Eight members of staff hold qualifications at level 3 and one at level 2. The nursery opens on Monday to Friday, all year round, except for Christmas holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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