

Monkey Puzzle Day Nursery

140 Aberford Road, Leeds, West Yorkshire, LS26 8LG



Inspection date

13 December 2017

Previous inspection date

18 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Partnerships with parents are excellent. Staff use highly effective two-way communications to exchange information with parents and promote children's learning at home and in the setting.
- The provider and manager are ambitious and continually monitor and review practice to maintain high standards of care and education. For example, they are working towards achieving the Millie's Mark award, which ensures that everything learnt during paediatric first-aid training is kept at the forefront of practitioners' minds, and that minimum requirements are exceeded in keeping children safe.
- Children are very confident and relaxed. They have strong bonds with staff and thrive in the welcoming and friendly environment.
- The well-qualified staff team know how children learn and develop. They use their good knowledge of individual children's achievements to provide challenging and fun activities. Children make good progress towards the early learning goals.
- Staff have developed strong links with feeder schools and other childcare professionals. Effective information sharing practices are implemented to support smooth transitions between settings and successfully promote continuity in children's learning and care.

It is not yet outstanding because:

- At times, staff miss opportunities to encourage children to complete age-appropriate tasks themselves to develop their independence skills even further.
- In one area it was noted that staff could further improve routines to minimise waiting times and thereby ensure that children remain focused on their intended learning.

What the setting needs to do to improve further

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

- provide children with increased opportunities to gain independence and carry out age-appropriate tasks for themselves
- review the organisation of routines in the toddler room to support children to remain focussed on their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of staff recruitment and suitability checks, a sample of policies and other relevant documentation.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and plans for improvement.
- The inspector spoke to staff, children and parents during the inspection and considered their views.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Security is stringent and safety is given high priority to protect children from harm. Recruitment, induction and supervision procedures are robust and make sure that staff understand their roles and responsibilities. Staff have a good understanding of child protection issues and know exactly what action to take if they have any concerns about children's welfare. Managers are supportive and have a proactive management style. They regularly observe staff's interactions with children and provide critical feedback to help them to develop their good teaching skills further. Staff are dedicated and morale is high. They engage in training which supports them to develop their practice and improve outcomes for children. For instance, staff have successfully used knowledge gained from training to provide babies with rich and varied opportunities for sensory exploration.

Quality of teaching, learning and assessment is good

Staff and managers carefully monitor children's progress to close any gaps in their learning swiftly. They make accurate observations and assessments and plan precisely for children's next stages in learning. Babies are curious and confidently explore sand, paint and treasure baskets using their senses. Staff interact warmly to introduce new words and ignite babies' exploratory impulse. Pre-school children demonstrate good physical skills as they accurately cut paper and wrap presents. Staff are engaging and ask questions well to help children to express their thoughts and ideas. They support children to link sounds to letters as they encourage them to write their name to label their work. Children recite rhymes and enthusiastically copy the actions. Staff encourage children to count, calculate and sort objects by size to build on their good mathematical skills.

Personal development, behaviour and welfare are good

Staff are positive role models and consistently support children to understand what is expected of them. They offer lots of praise, encouragement and reassurance to boost children's self-esteem and confidence. Staff promote healthy lifestyles well. For instance, they provide many opportunities for children to exercise as they explore the stimulating outdoor areas. Young children confidently climb apparatus, knowing that attentive staff are close by for support. Staff help children to grow, harvest and sample vegetables as part of their healthy eating policy.

Outcomes for children are good

Children have a positive approach to learning and develop many key skills in readiness for school. They know how to share and play cooperatively with staff and each other. Children are strong communicators. For example, babies mimic sounds and babble in response to staff's warm interactions. Older children articulately express their ideas and engage in purposeful conversations. They count in sequence and recognise and write familiar numerals and letters.

Setting details

Unique reference number	EY419382
Local authority	Leeds
Inspection number	1065623
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	82
Number of children on roll	103
Name of registered person	Meades & Wiggan Childcare Ltd
Registered person unique reference number	RP905336
Date of previous inspection	18 June 2013
Telephone number	01132 887796

Monkey Puzzle Day Nursery registered in 2010. It operates from a converted office building in the Woodlesford area of Leeds. The setting employs 20 members of staff, of whom 17 hold appropriate early years qualifications at level 3 and above, including two with level 6. The setting opens all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6.30pm, Monday to Friday. The setting provides funded early education for three- and four-year-old children.

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