

Monkey Puzzle Day

Nursery Stoke Newington

106 Stoke Newington High Street, London, N16 7NY



Inspection date

14 March 2018

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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Although the provider ensures that ratio requirements are met, staff are not always deployed effectively to support children's learning. At times, younger children wander around and do not receive much encouragement to engage in meaningful learning.
- Arrangements for the supervision and training of staff are not robust enough to identify all areas for development, such as the inconsistencies in teaching and some staff's knowledge of policies and procedures.
- Not all children make the best possible progress in their learning. Staff do not use information from assessment well enough to plan activities that meet each child's learning needs and challenge them appropriately.
- The current system for evaluating the effectiveness of the provision is not fully effective in identifying areas where improvements can be made and raise outcomes for children.

It has the following strengths

- There are effective arrangements to involve parents in all aspects of their children's care and learning to help provide continuity. For example, staff share information frequently and give ideas to support home learning.
- Children have many opportunities to develop an interest in the natural world and build on their physical well-being. For example, they take part in specialised outdoor activities to grow plants and dig earth.
- Staff form positive relationships with children to help boost their confidence. Overall, children feel safe and secure in the nursery.

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 are deployed effectively to support children's play and to meet their learning needs at all times	14/04/2018
■ improve the arrangements for the supervision and training of all staff to identify and act on areas of practice that need improvement, to develop their personal effectiveness and raise the quality of teaching to consistently good levels	14/04/2018
■ use information gathered from observations and assessments effectively to plan enjoyable, challenging experiences that build on each child's interests and stages of development.	14/04/2018

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

- make greater use of self-evaluation to identify and address breaches of requirements and any other areas for improvement.

Inspection activities

- This inspection was carried out following the risk assessment of concerns raised.
- The inspector looked at documentation, including children's assessment records, evidence of staff's suitability, and a selection of policies and procedures.
- The inspector completed a joint observation with the manager and held discussions about children's learning.
- The inspector spoke with staff at appropriate times and took into account the views of parents spoken to on the day of inspection.
- The inspector observed the quality of teaching and its impact on children's learning indoors and outdoors.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management requires improvement

The deployment of staff does not always ensure that children are fully supported in their learning. For example, when new babies are settling in, staff are not always able to support the other children fully. The manager uses one-to-one supervision sessions and observations to monitor staff's practice. However, she has not been able to identify the inconsistencies in teaching, and the gaps in some staff's knowledge and understanding of the precise procedures to follow to share any concerns about the behaviour of colleagues. The manager monitors how well the different groups of children achieve. For example, she has identified that the toddlers are below desired levels in communication and language development and, therefore, she has introduced small-group sessions for all children to benefit from effective interaction. Safeguarding is effective. The manager and staff are sufficiently alert to the signs and symptoms that would cause them concern and the actions to take to safeguard children's welfare. They carry out regular daily checks of the premises to ensure the all areas of the premises are fit for purpose. The provider follows appropriate vetting procedures when recruiting new staff.

Quality of teaching, learning and assessment requires improvement

Although staff regularly assess children's progress, they do not ensure that activities planned meet the learning needs of all children. For example, during a potato-printing activity, the most able babies were not challenged enough and the activity became repetitive. As a result, some children became bored and left the activity. Nevertheless, some staff interact well with children and provide opportunities to extend on their vocabulary. For example, during a science experiment in the older children's room, staff asked effective questions and gave children time to think and form their answers. Children were challenged to work out simple addition and identify initial sounds in words. This helped them to remain focused and engaged for an extended period.

Personal development, behaviour and welfare require improvement

The ineffective staff deployment results in some children becoming restless and unsettled, at times. For example, on the day of inspection, toddlers waited longer than intended for their nappies to be changed after lunch, as there was only one member of staff attending to the children's toileting needs. Staff encourage children to share and take turns, and provide a careful explanation to help children learn what behaviour is acceptable and what is not. Staff follow correct procedures when administering medication and keep records as required.

Outcomes for children require improvement

Children do not consistently make the progress of which they are capable but, overall, they develop the basic skills they need for their next stage of learning, including starting school. For example, younger children competently climb play equipment and learn to coordinate and balance, moving their bodies in different ways. Some older children talk confidently and develop a good understanding of mathematical concepts, such as counting and early calculation.

Setting details

Unique reference number	EY536160
Local authority	Hackney
Inspection number	1132597
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	48
Number of children on roll	68
Name of registered person	Kundra Creative Limited
Registered person unique reference number	RP536159
Date of previous inspection	Not applicable
Telephone number	0203 538 4790

Monkey Puzzle Day Nursey Stoke Newington registered in 2016. The nursery opens Monday to Friday from 7.30am to 6.30pm, for 51 weeks per year. The provider receives funding to provide free early education for children aged two, three and four years. There are currently 18 members of staff who work at the nursery, 13 of whom hold relevant childcare qualifications at level 2 and above.

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