

Monkey Puzzle Day Nursery

37 Elm Grove, Southsea, PO5 1JF



Inspection date

21 March 2018

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| 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

- Staff have created an inclusive and accessible environment. They tailor activities and routines to meet the learning and development needs of individual children. They establish good links with professionals that support children. All children, including those who have special educational needs (SEN) and/or disabilities, thrive and make good progress.
- The management team supports staff to reach their full potential, and they have good opportunities to access support and training. For example, recently staff learned how to create new learning opportunities using natural resources. Babies enjoyed engaging their senses as they took part in a mark-making activity using fragrant resources.
- Staff teach children to consider the feelings of their friends. They demonstrate how to share toys with others and they remind children to wait their turn to use equipment. Children play harmoniously together for long periods.
- Staff support children effectively to develop their physical fitness, such as when they organised a pretend horse race. Children had great fun as they galloped around the outdoor area. Staff encouraged children to feel and discuss their rapid heartbeat.
- Staff offer children good support to develop independence skills. Children are excited to share details of tasks they have successfully completed.

It is not yet outstanding because:

- Staff do not consistently support children to follow effective hygiene procedures after they have stroked domestic animals.

What the setting needs to do to improve further

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

- strengthen children's understanding of why they need to follow effective hygiene procedures when they have been in contact with animals.

Inspection activities

- The inspector spoke to parents to seek their opinions about the nursery.
- The inspector held a leadership meeting with the management team and discussed priorities for future improvement.
- The inspector observed and talked about an activity with the manager.
- The inspector spoke to staff about their understanding of safeguarding and how they keep their knowledge current.
- The inspector accessed children's records and talked to staff about the assessments they make of children's progress.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The management team works hard to identify areas for improvement and it is dedicated to raising outcomes for children. For instance, it evaluated that some children do not have many chances to access outdoor space. The management team has worked with parents and children to create a growing area. It actively engages children in learning about the life cycle of plants and vegetables. Safeguarding is effective. Staff are very well informed about all aspects of safeguarding. They follow correct procedures to report any child protection concerns about children quickly to the appropriate agencies. Staff thoroughly risk assess the play areas to check that they remain safe at all times for children. Staff are vigilant and they supervise children very well to use all equipment, and there is always a member of staff on hand to offer children support. Partnerships with parents are fully effective. For example, staff share details of accurate assessments of children's development with parents.

Quality of teaching, learning and assessment is good

The manager carefully monitors staff performance. She talks to them about how they can strengthen the delivery of adult-led activities and raise the quality of their teaching. Staff develop children's understanding of mathematics, such as when they supported children to identify shapes in the environment. They encouraged children to run and match numbers. Children laughed loudly as they guessed the answer correctly. Staff offer children the opportunity to explore different textures. For instance, babies dug through earth to search for vegetables and they enjoyed breaking up the soil between their fingers. Older children built a volcano. They manipulated materials and created a realistic texture, and they mixed colours with brushes and their hands to resemble red-hot lava.

Personal development, behaviour and welfare are good

The key-person system is well established. Children are happy and secure, and they gravitate towards their key person when they seek reassurance. For example, newer children chose to sit near their key person and chat to them at lunchtime. Staff sensitively talk to children about their lives. Staff support children to develop their language skills and share their feelings. For example, they played emotion games. Children linked their feelings to facial expressions that they recognised. They talked about special family members and shared memories.

Outcomes for children are good

Children confidently share their knowledge, such as when they work together to identify letters and link them to familiar objects. Children are curious explorers, and they are excited to test out theories and are not afraid of making mistakes. Children that are learning English as an additional language develop good communication skills and attain well. All children are very well prepared for the move to school.

Setting details

| | |
|--|---|
| Unique reference number | EY495125 |
| Local authority | Portsmouth |
| Inspection number | 1031000 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 80 |
| Number of children on roll | 106 |
| Name of registered person | Little Minds Big Dreams Limited |
| Registered person unique reference number | RP535011 |
| Date of previous inspection | Not applicable |
| Telephone number | 02393072805 |

Monkey Puzzle Day Nursery registered in 2015. The nursery is situated in Elm Grove in Southsea, Hampshire. The nursery operates for 51 weeks of the year. Children attend from 7.30am until 6pm on Monday to Friday. Currently there are 22 staff members, including the manager and the co-owner. The manager holds qualified teacher status, one member of staff has a relevant level 6 qualification, 12 members of staff are qualified to a level 3 and two members of staff hold a level 2 childcare qualification. The nursery receives funding for free education for children aged two, three and four years.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

