

Monkey Puzzle Day Nursery Edenbridge

55-57 High Street, Edenbridge TN8 5AN



Inspection date

30 August 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 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

The provision is good

- Partnerships with parents are good. Staff are approachable and communication is good. Parents use the on-line system of assessment and make regular contributions to their children's learning journals. Parents are confident that their children are safe and well-cared for in the nursery.
- There are good links between the nursery and other providers, including school. Children are well prepared for the next phase of their education and have good opportunities to meet their new teachers. The nursery shares information about children's daily routines and progress with the other settings and this helps to provide consistency in their learning.
- Staff continually improve the provision. For instance, the recent reorganisation of the garden has provided a quiet area where children like to sit and talk together. This helps to support their ability to form warm and sensitive relationships with each other and with staff.
- Behaviour is good. Children willingly share their toys and take turns. They understand how to follow instructions and routines.

It is not yet outstanding because:

- Leaders do not always provide staff with precise targets to help them further build on their practice.
- Staff do not always provide enough challenge within activities, especially in mathematics.

What the setting needs to do to improve further

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

- provide staff with precise targets about how to further improve their practice.
- challenge children within all activities, especially those involving mathematics.

Inspection activities

- The inspector checked documentation, including that relating to the safeguarding of children, the management of their behaviour and the suitability of the adults.
- The inspector spoke to staff, parents and children, and took their views into consideration.
- The inspector held meetings with the regional director, the nursery director and the manager.
- The inspector and the manager observed the adults engaging with the children and discussed their practice and the progress children make.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are knowledgeable about the signs to look for, and the procedures to follow, if they have any concerns about a child's safety or welfare. Leaders take prompt and effective action when they receive information that a child may be at risk of harm. Staff use the expertise and advice of external professionals to provide appropriate support for children who have special educational needs and/or disabilities. Children's progress is regularly reviewed and where there are delays in learning, appropriate activities are planned to close these gaps. The manager holds regular, individual meetings with staff to discuss their training needs and practice. Staff have access to a wide range of training such as understanding the link between letters and the sounds they represent. This helps to support children's early reading skills.

Quality of teaching, learning and assessment is good

Staff are adept at supporting children's communication and language skills. They speak clearly to children and repeat words back to them to encourage good pronunciation. Children enthusiastically join in with familiar songs and rhymes. Early reading skills are actively encouraged. For example, older children learn to recognise the sounds different letters represent. Very young children develop their sensory skills effectively as they play with natural materials such as chalk. They delight in making music with drums and other instruments. Older children build the strength in their fingers to help support their early writing skills as they create snakes and cakes with modelling dough. Children have many opportunities to learn about other cultures and their festivals, for example, children wore bright clothes to celebrate Buddha's birthday and made cakes for Eid. They have an emerging understanding of the differences between people. For instance, they ask if 'customers' are vegetarian in the role-play cafe.

Personal development, behaviour and welfare are good

Children are encouraged to be independent from a very early age. For instance, the youngest children are encouraged to wipe their own hands and faces after eating, and to feed themselves with a spoon. Dressing up activities help to support children's ability to dress themselves. They independently access resources to support their play. For instance, children create costumes out of crepe paper and make decisions about how they will fasten it together. Adults encourage them to recognise risks, suggesting that the length is adjusted to avoid trips. There are good opportunities for children to develop their physical well-being. For example, children benefit from a nourishing diet and plenty of opportunities to play and learn outside in the fresh air. Children learn to take responsibility, choosing which area they will help to tidy before lunch.

Outcomes for children are good

Children are well prepared for the next stage of their education, including their eventual move on to school. Children listen attentively and concentrate well. They enjoy listening to their favourite stories and independently choose books to look at. They learn to develop early writing skills in all areas of the nursery. Children learn to manage different types of fastenings and attend to their personal care.

Setting details

Unique reference number	EY501538
Local authority	Kent
Inspection number	10057223
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	70
Number of children on roll	45
Name of registered person	SRM Associates Limited
Registered person unique reference number	RP906012
Date of previous inspection	Not applicable
Telephone number	01732605341

Monkey Puzzle Day Nursery Edenbridge registered in 2016 and is situated in Edenbridge, Kent. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. There are ten members of staff, seven of whom hold appropriate early years qualifications to at least level 3. This includes one member of staff who has early years professional status.

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