

Monkey Puzzle Day

Nursery Ware

Musley Hill School, Musley Hill, Ware SG12 7NB



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| Inspection date | 29 October 2018 |
| Previous inspection date | 19 January 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires improvement | 3 |
| 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

- The management team is committed to improving the provision. They have fully addressed all the previous actions raised from the last inspection. Self-evaluation is accurate and planned changes have been managed effectively. For example, staff have all received behaviour management training and provide children with clear, consistent guidance to which they respond well.
- Children engage in a wide range of stimulating and challenging activities. Staff adapt their teaching to follow older children's interests. For example, they listen to their wishes and provide them with some glue to fix decorations onto a pumpkin. Staff sensitively support older children to use one-handed tools to cut out shapes. Young children explore how the pumpkin seeds feel and concentrate as they fill and empty containers of water.
- The effective key-person system is tailored to ensure children experience a smooth move into the nursery and as they move on to the next room. For example, staff visit children and their parents in their home before each child starts and spend time with them before they join their room.
- Parents have nothing but high praise for the nursery and are keen to share their views. Many refer to the staff as an extension of their family and say that the care their children receive is excellent.

It is not yet outstanding because:

- Plans to enhance staff practice even further have not been implemented so their effectiveness cannot be fully evaluated.
- Staff working with children under the age of two years do not consistently adapt the routines to respond highly to children's individual choices.

What the setting needs to do to improve further

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

- implement and evaluate the plans for staff development, in order to work towards achieving teaching practice of a consistently high quality
- review the routines for children under the age of two years to enable staff to be even more responsive to children's individual choices.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, provider and the regional operations manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussions on the day, telephone conversations and recently completed written feedback.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are clear on their roles and responsibilities and demonstrate a robust knowledge of the signs and symptoms that may indicate a child who is at risk of harm. They know the correct procedures to follow if they have any concerns. Staff feel supported in their role and benefit from regular supervision meetings and good training opportunities. The management team ensure parents are kept well informed about children's learning and ways they may extend this at home. For example, they have introduced a detailed weekly newsletter for parents and invite them to information evenings where they also share the progress that children make. Following the recent information evening, parents say they now ask their children simple questions and provide them with more time to answer. This helps to further support children's communication and language.

Quality of teaching, learning and assessment is good

Staff know their key children well. Their detailed observations help to ensure children's next steps in learning are included within the daily activities. Regular assessments enable staff and the management team to review children's progress and implement timely interventions. Staff engage younger children's listening and attention skills effectively. For example, they use intonation in their voice, share rhymes and read children's favourite stories. Staff close any identified gaps in children's learning swiftly.

Personal development, behaviour and welfare are good

The indoors and outdoors environment is welcoming. Children show interest in looking for bugs in the bug house and use various digging areas. They negotiate space as they run fast around the outdoor track and maintain their balance as they cross the bridge to the slide. Children have many opportunities to develop an understanding of diversity beyond their own family. For example, as part of the external activities provided, children take part in Mandarin lessons. Children proudly share the songs they have learnt. Staff sensitively support children to manage their own personal needs. Children know to wash and dry their hands after activities, and before mealtimes. Furthermore, staff adhere strictly to children's dietary requirements. They serve a range of balanced and nutritious meals prepared daily by the chef. This helps to promote children's good health.

Outcomes for children are good

Children, including those in receipt of additional funding, make good progress from their starting point. Children listen well to instructions. For example, they help to place toys in the correct place at tidy up time. Children focus on finishing their work when advised of how much time they have before their lunch. They link sounds to the letters that they represent and begin to write some words. Children are eager to complete simple programmes on a computer and name a variety of shapes. These are some of the ways staff help to prepare children for the move on to school and future learning.

Setting details

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| Unique reference number | EY500192 |
| Local authority | Hertfordshire |
| Inspection number | 10080305 |
| 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 | 60 |
| Number of children on roll | 71 |
| Name of registered person | Swats For Tots Ltd |
| Registered person unique reference number | RP906457 |
| Date of previous inspection | 19 January 2018 |
| Telephone number | 07859919519 |

Monkey Puzzle Day Nursery Ware registered in 2016. The nursery employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens from 7.30am until 6.30pm, Monday to Friday, for 51 weeks of the year and is registered to provide funded early education for two-, three- and four-year-old children.

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