

Monkey Puzzle Day Nursery Mitcham

379 London Road, Mitcham CR4 4BF



Inspection date

18 September 2018

Previous inspection date

12 October 2017

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|--------------------------------------------------------|----------------------|----------------------|---|
| | Previous inspection: | Requires improvement | 3 |
| Effectiveness of leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision is inadequate

- Not all staff are clear about the procedures to follow to protect children in the event an allegation is made against staff. They do not consistently record concerns sufficiently and refer promptly to the appropriate agencies.
- Staff do not always know babies and young children well enough to meet their developmental and emotional needs.
- Staff working with babies do not use appropriate hygiene practices. For example, they do not wash their hands between wiping babies' noses and before dealing with other children's care needs or playing with toys. This does not help to prevent the spread of infection.
- Staff do not manage children's behaviour in a positive and consistent way. Children are not supported to understand what is expected and why.
- Risk assessment is not effective and does not ensure children's safety. For example, staff do not supervise babies adequately with resources that are not suitable for their age group.
- Staff do not consistently give children enough learning opportunities appropriate to their age and stage of development. This includes during routines of the day, such as mealtimes.

It has the following strengths

- Children enjoy going on outings in their local community.
- Staff encourage parents to be involved in their children's learning through a variety of means, including a lending library, consultation events and access to observations and assessments online.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ensure all staff know, and follow, the procedures to protect children from harm when there are concerns about their welfare or if there is an allegation against staff | 23/11/2018 |
| make sure information that is recorded about children, particularly when there are concerns or allegations against staff, is sufficiently detailed to be shared in line with the statutory guidance 'Working Together to Safeguard Children 2018' | 23/11/2018 |
| ensure that key-person arrangements are effective and meet all children's needs, particularly babies | 23/11/2018 |
| improve hygiene practices, particularly in the baby room, to prevent the spread of infection | 23/11/2018 |
| ensure staff are consistent in providing clear explanations of behaviour so children understand what is expected and why | 23/11/2018 |
| make sure that risk assessments are effective and action is taken to ensure children's safety, particularly in relation to resources and activities provided for babies | 23/11/2018 |
| provide all children with enough learning opportunities appropriate to their age and stage of development so that they make as much progress as possible | 23/11/2018 |
| review the routines, particularly in relation to mealtimes, to ensure teaching for older children is consistently good across the day. | 23/11/2018 |

Inspection activities

- The inspector observed activities indoors and in the outside area.
- The inspector spoke to children, staff and leaders at appropriate times during the day and held a meeting with the setting's leaders.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records and assessments, leaders' self-evaluation and action plan, evidence of training and a range of other documentation, including policies and procedures.

Inspector
Sam Colderwood

Inspection findings

Effectiveness of leadership and management is inadequate

The provider is not meeting the statutory requirements of the early years foundation stage. Safeguarding is ineffective. The provider has failed to notify Ofsted of allegations against staff, as required. Not all staff, including those responsible for safeguarding at the nursery, understand the procedures to follow if there is an allegation against staff, in line with Local Safeguarding Children Board procedures. Staff do not always report concerns about children's welfare without delay. Records relating to these concerns, as well as those regarding allegations against staff, do not always contain sufficient detail should they be required by other agencies. Therefore, the provider does not have regard for the statutory guidance 'Working Together to Safeguard Children 2018', as required. Staff do not accurately assess the risks of the activities and resources they provide for children, particularly babies. For example, staff provide babies with paint pens that are designed for older children and do not supervise them sufficiently well. Parents report that they are happy with how staff share information with them about their children's learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff working with toddlers show interest in what children tell them and they know the children well. They use this knowledge to extend children's play and learning, such as when staff suggest making a birthday cake with play dough for a child whose birthday it was recently. Children in this room cooperate well together. They read stories to one another at sleep time and build towers together with bricks. However, staff working with babies do not provide activities and resources appropriate to their age and stage of development. For example, babies enjoy splashing the water in the water bath. However, when staff ask the babies to stop splashing, they do not provide them with any alternative, such as resources to use their imaginations or develop their physical skills. Children enjoy outings and learn to swim at the local leisure centre. However, staff working with pre-school children focus on the routine of the day rather than what is best for the children's learning. For example, at lunchtime some children wait at the table for a long time before their food is served. This means that children, including those new to the nursery and those who speak English as an additional language, go for long periods without adult and peer interaction, play or learning.

Personal development, behaviour and welfare are inadequate

The breaches of the safeguarding and welfare requirements compromise children's safety and welfare. Staff do not support children's health, as some hygiene practices are poor. They do not take care to ensure they are not spreading germs. For example, staff move from dealing with babies' runny noses to playing with toys or dealing with the care needs of other babies. Resources are not cleaned before being put away after babies with colds have had them in their mouths. The key-person arrangements are not effective in meeting individual children's needs. Staff working with babies do not have the knowledge, understanding and experience to fulfil the role. They are not always familiar to the babies and this means that babies do not settle as well as they could. Staff do not manage children's behaviour in a consistent and positive manner. Children

are often given instructions without any explanation to support their learning. This does not help to develop their understanding of what is expected and why.

Outcomes for children require improvement

Children do not make as much progress as they could because of the inconsistencies in teaching and learning. Pre-school children are supported to be independent, such as by serving themselves at lunchtime. This helps prepare them to be ready for school. The provider is beginning to identify when there are gaps in children's achievements. Action is taken to address gaps for groups of children, such as those who speak English as an additional language. For example, staff have attended training to deliver schemes to promote the development of communication and language. However, some children, especially babies, do not receive the care and attention they should. This means their needs are not met and this has an impact on the progress children make at the nursery.

Setting details

| | |
|--------------------------------------------------|------------------------------------|
| Unique reference number | EY501778 |
| Local authority | Merton |
| Inspection number | 10070753 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 5 |
| Total number of places | 74 |
| Number of children on roll | 55 |
| Name of registered person | K & S Angels Day Nursery Ltd |
| Registered person unique reference number | RP906023 |
| Date of previous inspection | 12 October 2017 |
| Telephone number | 0208 2867569 |

Monkey Puzzle Day Nursery Mitcham registered in 2016. It is located in the London Borough of Merton. The setting operates on weekdays from 7.30am to 6.30pm for 51 weeks per year. The nursery is in receipt of free nursery education funding for children aged three and four years. There are 11 staff working with the children, seven of whom have relevant early years qualifications at level 2 or above. The provider is a qualified teacher.

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.

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