

Monkey Puzzle Day Nursery Sidcup

59 Station Road, Sidcup DA15 7DR



Inspection date	18 December 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

This provision is good

- The leadership team is determined and has high expectations of children and staff and what the provision overall should look like. They have evaluation processes in place to help ensure everyone is involved and able to contribute their ideas.
- Children have a variety of opportunities to learn about the world around them. They have regular outings to the local area and meet with people from the community, such as firefighters. This helps them to learn about diversity, including the different roles of people.
- The leaders carefully monitor the progress of individual children and of different groups of children. This helps them to identify and address any gaps in learning and provide support if needed, including working with other professionals. As a result, all children, including those with special educational needs (SEN), make good progress from their starting points.
- Staff form secure bonds with their key children and know them well, including what they need to learn next. They complete regular observations and talk to parents to find out what children can do at home. This supports the assessment process and promotes continuity in children's learning.
- At times, staff do not extend children's learning effectively enough during self-chosen activities.
- Staff do not always make the very best use of the space and resources available for toddlers to help them fully engage in purposeful play and learning.

What the setting needs to do to improve further

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

- focus more precisely on staff's individual training needs to help ensure that all children's learning is effectively supported and extended during their self-chosen play
- develop the learning environment for toddlers even further to help them be more engaged during their play opportunities.

Inspection activities

- The inspector observed activities in the rooms and garden, and assessed the impact this has on children's learning.
- The inspector held a meeting with the leadership and management team.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of staff and a range of other documents.
- The inspector spoke to parents and took their views into account.

Inspector
Anja Eribake

Inspection findings

Effectiveness of leadership and management is good

The management structures in place help to monitor and supervise staff's practice well. This helps to identify areas that could benefit from further development and to drive progress. Although staff are not always receiving the individual coaching they need to further increase their teaching skills, they all have a secure understanding of their roles and responsibilities, including safeguarding. All staff are aware of the signs that could indicate a child is at risk and what steps to take if they should have a concern. Safeguarding is effective. Parents are pleased with the provision and comment on the progress their children make, especially with their communication and social skills.

Quality of teaching, learning and assessment is good

Staff plan activities that are age-appropriate and suit children's interests. Babies enjoy exploring the shaving foam and staff make marks with the cars in it, pretending it is snow. This creates excitement and babies try to imitate the sounds cars make. This helps them in their language development. Children have plenty of opportunities to be active throughout the day as they exercise and develop their physical skills. Younger children are encouraged to learn how to use the stairs in a safe way, making sure they hold onto the railing. Staff enable older children to build on their learning from outings. For example, they create a post office with tills, money, writing opportunities and stamps for children to help them use their recent experience during play.

Personal development, behaviour and welfare are good

Staff support children positively when settling into the nursery at the beginning as well as when transitioning to another room. They establish effective partnerships with parents from the start and include them successfully in their children's learning journey. Staff share ideas with parents to enable them to support their children's learning at home. Staff talk with children about their family, looking with them at their pictures. This helps them to learn about different families and their similarities. Children have a variety of opportunities to learn outside. They visit the forest school and thoroughly enjoy the garden. They eagerly explore the dinosaurs and the bark, feeling the textures and using their imagination to initiate their play. This helps them to learn about the natural environment and develop their senses. Staff encourage children to become independent and support them with tasks, such as taking off their coats, washing their hands and tidying up.

Outcomes for children are good

Children learn how to play with other children, sharing resources and ideas, and being kind and friendly. Older children hold meaningful conversations while waiting their turn to serve themselves during lunch. They develop good social and communication skills, necessary for their next stage in learning and eventual move to school. All children, including those with SEN, make good progress in their learning. Younger children learn about how things work. They turn wheels and observe them spinning. Pre-school children learn about the difference between long and short when making paper chains.

Setting details

Unique reference number	EY539423
Local authority	Bexley
Inspection number	10086997
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 4
Total number of places	105
Number of children on roll	109
Name of registered person	Curious Cubs Limited
Registered person unique reference number	RP539422
Date of previous inspection	Not applicable
Telephone number	07944228969

Monkey Puzzle Day Nursery Sidcup registered in 2016. It is open Monday to Friday all year round, from 7.30am to 6.30pm. The two directors are qualified at level 6, one of whom holds qualified teacher status. There are 24 members of staff working with children, 19 of whom hold relevant childcare qualifications at level 2 and above. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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