

Monkey Puzzle Day Nursery Stoke Newington

106 Stoke Newington High Street, London N16 7NY



Inspection date	24 January 2019
Previous inspection date	14 March 2018

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		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider does not ensure that all reasonable steps are taken to ensure children are not exposed to risks during play. This weakness compromises children's safety and well-being.
- The provider does not deploy staff appropriately to meet the needs of all children and to ensure their safety at all times.
- The provider does not put in place effective arrangements for the supervision of staff to help improve teaching practice.
- Staff do not plan activities that are adequately challenging. Children, including those with speech delay and the most able, have too few opportunities to develop the skills that they need to make sufficient progress from their starting points.
- The provider's self-evaluation process is not rigorous. She has not focused on prioritising the required improvements in order to ensure these are addressed swiftly.

It has the following strengths

- Children have some opportunities to play outdoors that support their physical development.
- Parents report that they are generally happy with the nursery. They find that staff inform them regularly about their children's learning and care routines.

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
carry out rigorous risk assessments of the areas that children use in order to ensure that all hazards are identified and eliminated, particularly when children use large equipment and play outdoors during wet weather	28/02/2019
improve the effectiveness of staff deployment to meet children's care and learning needs and ensure their safety at all times	28/02/2019
implement appropriate arrangements for the supervision of staff to provide support, coaching and training, to improve knowledge and teaching practice	28/02/2019
improve the use of information gained from observations and assessments to plan suitably challenging activities to help all children make good progress in all areas of learning.	28/02/2019

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

- evaluate the provision rigorously to help identify all weaknesses in practice and take swift action to improve outcomes for all children.

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector carried out a joint observation with the nursery manager and discussed children's learning with her.
- The inspector sampled a range of documents, including safeguarding procedures, accident and incident logs, and staff records.
- The inspector had a tour of the premises and spoke with staff and parents to gain their views about the nursery. She interacted with children at appropriate times.
- The inspector held discussions with the provider and nursery manager about the self-evaluation process and the procedures for staff recruitment.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Staff expose children to unnecessary risks. For example, they choose to carry out daily chores instead of supervising young children while they use the climbing frame indoors. Young children tumble at the bottom of the slide without adequate support. Other staff allow toddlers to run on slippery surfaces, which cause them to slip unnecessarily. This puts children's safety at risk. However, staff have a sufficient understanding of how to identify and report concerns about a child's welfare. There are designated safeguarding leads who have relevant knowledge of how to respond appropriately to child protection issues. The provider follows suitable processes for protecting confidential information about staff and children. She checks staff records to establish their suitability. However, staff do not receive targeted coaching and training to help them with their roles and responsibilities. As a result, teaching has not improved since the last inspection. The provider fails to evaluate the quality of the provision adequately. She has not acted with the urgency needed to ensure practice improves rapidly. That said, she has now appointed a new manager, who shows capacity to improve.

Quality of teaching, learning and assessment is inadequate

Staff do not make good use of their observations and assessments to plan activities that are suitably challenging for the ages and stages of children. Consequently, not all children are motivated to learn. For example, during group times, staff fail to capture children's interest because they do not organise the activities well enough to support children's involvement. This causes some babies to lose concentration and they become restless. On other occasions, older children wander aimlessly and distract others due to lack of stimulation. The teaching for the most able children is also ineffective. The children quickly lose interest because activities are often too easy for them. Staff have been slow in addressing the gaps in children's speech delay. These weaknesses limit the progress that children make, including in their language development. Despite this, children have some opportunities to develop their curiosity and sensorial skills. Babies enjoy splashing water and older children engage in role play.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and teaching do not assure children's personal welfare. Staff are not deployed effectively to notice when children's learning needs and safety are not met. However, they teach children to behave appropriately, such as by encouraging them to share and play with others. Staff respect the nursery's procedures for the use of mobile phones and cameras. As required, they suitably check the identity of persons before allowing them to enter the premises. Staff follow appropriate hygiene routines. They have a sufficient understanding of how to manage children's dietary needs and allergies. There is a suitably qualified cook who prepares a variety of meals for the children.

Outcomes for children are inadequate

Children do not gain all the skills that they need for their future learning. The teaching for children, including for those with identified speech delay and for the most able, is

insufficient, resulting in inadequate learning outcomes. Children do not gain strong confidence because they have limited opportunities to develop and extend what they know and can do. Despite this, children have some opportunities that aid their independence skills, such as during mealtimes. They take part in outings to help raise their understanding of the world around them.

Setting details

Unique reference number	EY536160
Local authority	Hackney
Inspection number	10092326
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	48
Number of children on roll	63
Name of registered person	Kundra Creative Limited
Registered person unique reference number	RP536159
Date of previous inspection	14 March 2018
Telephone number	0203 538 4790

Monkey Puzzle Day Nursery Stoke Newington registered in 2016. The nursery operates from a church building and it is located in the London Borough of Hackney. It is open from 8am until 6pm, on Monday to Friday for 51 weeks per year. There are currently 19 members of staff who work directly with the children. Of these, one holds qualified teacher status, two have completed an early years degree at level 6, and 10 staff members hold relevant childcare qualifications at level 2 and level 3. The provider receives funding to provide free early education for children aged two, three and four years.

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