

Monkey Puzzle Day Nursery Battersea

115 Battersea High Street, London, Surrey SW11 3HS



Inspection date

14 January 2019

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
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

- The designated safeguarding lead is not fully aware of the correct procedures to follow in the event of an allegation being made against a member of staff.
- Staff do not have a suitable understanding of their responsibilities in regard to safeguarding children. They have a limited knowledge of current safeguarding guidance. This has a significant impact on children's safety and well-being.
- The provider does not ensure that staff are adequately qualified to meet the ratio and qualification requirements. There are no effective contingency plans in place in case staff call in sick or are unavailable.
- Staff do not ensure that a safe and clean learning environment is maintained. There is dried food on resource units as well as the handwashing sink, and counters in the baby room are cluttered. This means that health and safety requirements are not effectively implemented.
- The supervision arrangements in place are not effective. Systems in place do not ensure that all staff, including the manager, successfully fulfil their roles and responsibilities. Leaders do not provide staff with appropriate coaching and training to help raise the quality of teaching to a consistent level.
- Children are not suitably challenged and do not make the progress they are capable of.
- Staff do not complete the required progress check for children at age two to help identify any gaps in their learning.

It has the following strengths

- Children enjoy daily opportunities to play and learn outdoors, developing their physical skills.
- Staff ensure parents get a daily update about their child at the end of the day.

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 the designated safeguarding lead follows the setting's safeguarding policy and procedure in the event of an allegation being made against a member of staff	18/02/2019
ensure all staff have a full understanding of safeguarding matters and become confident in knowing what action to take if there are concerns about a child's welfare, so that they are able to recognise and report any child protection concerns	18/02/2019
ensure the ratio and qualification requirements are met at all times	18/02/2019
ensure staff maintain a safe and clean learning environment as well as implement health requirements in regard to preparing baby bottles	18/02/2019
establish an effective system for the supervision of staff, including the manager, to ensure they fulfil their roles and to provide appropriate coaching and training in order to improve their knowledge, understanding and practice, and to ensure staff feel valued through mutual support and teamwork	18/02/2019
make effective use of observations and assessments to identify where children are in their learning, and use this information to plan enjoyable, challenging experiences for what they need to learn next, to help them make good progress in all areas of their learning	25/03/2019
ensure the required progress check is completed for all children between the ages of two and three years, and provide parents with a short written summary of their child's development.	25/03/2019

Inspection activities

- The inspection was carried out following concerns raised about the provider meeting the requirements for registration and the quality of the provision for children.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact on children's learning.
- The inspector spoke to the provider and manager at different times throughout the inspection and completed a joint observation with the manager to discuss and evaluate practice.
- The inspector sampled documents, including checking staff suitability, children's files and risk assessments.
- The inspector gained feedback from parents, children and staff and considered their views.

Inspector

Anja Eribake

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The designated safeguarding lead of the setting is not fully aware of the procedures to follow if there is an allegation against a member of staff. This means that children are potentially put at risk. Additionally, staff do not receive appropriate safeguarding training to help ensure they know what steps to take should they have a concern about a child's welfare. Not all staff are confident about the signs that could indicate a child is at risk. This compromises children's welfare as the identification and reporting of any safeguarding concerns could be delayed. Supervision procedures in place are not effective. The provider has not always ensured that staff, including the manager, fulfil their roles and responsibilities. This has an impact on the overall quality of the provision, including teaching and the monitoring of the progress children made. Although the new manager has identified some of the weaknesses and started to address these, the impact cannot be seen yet. The provider does not ensure that the requirements with regard to staff qualifications and ratios are continuously met. This impacts on the quality of teaching as there are not sufficient suitably qualified staff in the baby room to help develop very young children's learning. However, parents are very happy with the care their children receive and talk about the progress their children have made since they started.

Quality of teaching, learning and assessment requires improvement

The teaching and supporting of children during play are not consistent. However, new staff are in the process of getting to know the children, which will enable them to plan children's next steps in learning. Although staff observe the children and assess their development, they do not use this information effectively enough to plan activities that are age appropriate and of interest to the children. For example, staff continually ask babies to glue sticks on paper to create shapes when they do not show an understanding or interest in shapes. Instead, babies enjoy exploring the glue stick and the crayons available. Toddlers enjoy a better variety of activities, such as colouring, building a train track or playing with using different tools. They independently choose their play, and staff support them with the activities. For instance, children learn the meaning of a stop sign when driving the train. Staff assess children when they start at the setting to be able to track the progress they make. However, due to the weaknesses in leadership, the progress children make is not always monitored effectively. Some children have their progress tracked but some do not. In addition, staff do not complete the required progress check at two years to help identify any gaps in children's development.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and the breaches of the safeguarding requirements have a significant impact on children's health and safety. New staff are not yet familiar with the children and the setting's routine. This contributes to a chaotic atmosphere at times, for example during lunch and when getting the children ready for their nap. Staff in the toddler room have difficulties preventing children sharing their food with others. This means children with allergies could be put at risk. Staff in the baby room do not always keep the learning environment clean and organised. For example, the countertop where

staff also prepare babies' bottles is dirty and full of clutter. Staff put the teat from the bottle on the dirty surface while preparing the milk. This does not promote good hygiene practice. Additionally, things fall off the counter and could potentially hurt young children who are playing in this area.

Outcomes for children require improvement

Although children make some progress, they are not always making the progress they are capable of due to the inconsistencies in teaching. For example, not all of the older children are encouraged to take off their coats independently. However, children are encouraged and supported to wash their hands after outdoor play and before their meals. This shows that they develop some of the skills needed to move on in their education. Children learn about the world they live in. For example, they listened to the sounds of the aeroplane flying over the nursery and looked for it together with the staff.

Setting details

Unique reference number	EY560540
Local authority	Wandsworth
Inspection number	10091390
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 3
Total number of places	71
Number of children on roll	42
Name of registered person	Peter Dixon Limited
Registered person unique reference number	RP560539
Date of previous inspection	Not applicable
Telephone number	07985553659

Monkey Puzzle Day Nursery Battersea registered in 2018. It is based in Battersea in the London Borough of Wandsworth. The nursery opens from 7.30am to 6.30pm, all year round. The nursery is in receipt of free nursery education funding for children aged two years. There are six staff working with the children, of whom five hold a relevant childcare qualification 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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