

Monkey Puzzle Day Nursery



St. Johns Church, Lansdowne Crescent, Notting Hill, LONDON W11 2NN

Inspection date	20 March 2019
Previous inspection date	27 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 and management team has high expectations of the staff team. The manager is well organised and gives good support to staff, including supervision and team meetings to help enhance their practice.
- Staff know their key children well. They observe and assess children's ongoing development and plan effectively for their learning. Children make good progress from their starting points.
- Staff develop good relationships with children and their parents. Staff find out what children know and can do at home. Together, staff and parents agree a consistent approach for children's care and development.
- Teaching of mathematics is strong. Staff consistently build on children's understanding of number and they quickly grasp counting and recognise changes in quantity, such as adding on or taking away.
- Children settle quickly in the nursery. Staff give babies good support and encourage them to explore and investigate. As children move through the nursery they become independent learners.
- The leadership and management team checks each child's progress. However, the manager does not review the whole group to help find any less obvious gaps in teaching and children's learning.
- On occasions, staff do not consider the equipment and resources for small-group planned activities. Sometimes teaching does not fully capture children's interests to build on and extend their learning.

What the setting needs to do to improve further

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

- build on the monitoring of individual children's development to include analysis of the whole group, to help find any less obvious gaps in teaching and learning
- strengthen planning to consider the equipment and resources staff provide, particularly for small-group activities, to help capture children's interest to fully enhance their learning.

Inspection activities

- The inspector held discussions about the procedures for managing children's accidents and behaviour, and reviewed records of incidents and complaints with the manager and staff.
- The inspector discussed recruitment, retention and suitability of staff with the manager. The inspector spoke to staff about their induction, ongoing support for professional development and understanding of safeguarding children.
- The inspector observed interactions between staff and the children.
- The inspector completed a joint observation with the manager to evaluate the effectiveness of teaching and learning.
- The inspector took a tour of the premises and reviewed the availability of resources and the cleanliness of the setting.

Inspector

Ruth George

Inspection findings

Effectiveness of leadership and management is good

The leadership and management team ensures the staff have a confident understanding of safeguarding. Staff recognise the signs of abuse and know how to report any concerns they have for children. The manager provides a wide range of training for staff to keep them up to date with child protection issues, including radicalisation. The manager ensures staff follow and implement risk assessments and hygiene procedures to keep children safe. Safeguarding is effective. The manager follows robust recruitment procedures and ensures staff receive a thorough induction to help them learn their roles and responsibilities. She acts to address any staffing issues and supplies ongoing supervision and training that enhance staff's professional development. The manager reflects on practice and has made changes since the last inspection. For example, staff have helped children to manage tasks more independently.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of their key children and involve parents in their child's development right from the start. Staff use information from parents alongside their observations to plan accurately for children's next steps in learning. Staff introduce mathematics to children from a young age. They sing counting songs with babies and introduce more complex problems to older children, for example asking 'If I have three apples and the shopkeeper gives me two more apples, how many do I have?' Staff support children's language development well. Close interactions with babies help them to understand body language, words and sounds. Staff introduce older children to the initial sounds in words. For example, during naming games, that ask 'What fruit begins with the letter B?'

Personal development, behaviour and welfare are good

Children develop warm relationships with their key person, who listens carefully to parents about their child's routines, such as the next time for a nap. Key persons share detailed information at the end of the day with parents about children's participation in activities and how these are building on their learning. In addition, staff manage any incidents and accidents children have well, and also share these with parents. Staff teach children to follow good hygiene procedures. Staff talk to children as they eat about the healthy food the chef has prepared. They encourage children to serve their meals and to use cutlery safely. Staff help children to follow the nursery rules, play alongside each other, be kind and treat one another with respect.

Outcomes for children are good

Children learn a good range of skills that prepare them well for future learning. Babies learn to sit, crawl and pull to standing. For example, they gain confidence to stand as they lean against a water tray and splash in the water. Toddlers and nursery children enjoy races outdoors. They learn to count down from three before running across the garden. Older children develop a good understanding of number and shape. For instance, they find and count square windows in the classroom. Pre-school children enjoy challenges. They think and respond to questions, for example giving other words that mean nice, such as 'delicious', 'yummy' and 'lovely'. Children behave very well.

Setting details

Unique reference number	EY400914
Local authority	Kensington and Chelsea
Inspection number	10100900
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 - 3
Total number of places	48
Number of children on roll	41
Name of registered person	J C Childcare Limited
Registered person unique reference number	RP529318
Date of previous inspection	27 September 2018
Telephone number	0207 792 5522

Monkey Puzzle Day Nursery registered in 2010. The nursery is open each weekday for 51 weeks of the year, from 7.30am to 6.30pm. The provider receives funding to provide free early education for children aged three. There are 25 staff members. Of these, the manager and two members of staff hold an early years degree at level 6, one holds a qualification at level 5, nine hold level 3 and two hold level 2.

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