

Monkey Puzzle Day Nursery Walderslade

Former Walderslade Medical Centre, Neighbourhood Centre, Princes Avenue, Chatham ME5 7PQ



Inspection date	10 April 2019
Previous inspection date	13 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Children enjoy learning about the natural world. For example, they enthusiastically hunt for bugs in the garden and are keen to help care for the nursery pets.
- Staff use a range of ways, such as daily feedback and regular consultations, to keep parents up to date with their child's development. Parents are very complimentary about staff and comment on how supportive and approachable they are. Families are encouraged to share children's achievements from home, which helps staff to build on children's new skills.
- The manager has successfully addressed actions set at the last inspection. She ensures staff working with children aged under two years hold the correct level of qualification. Staff are deployed well and have a good knowledge of how children learn. For instance, babies enjoy many opportunities to explore using their senses, such as playing with bubbles and strawberry shaving foam.
- Staff carry out frequent checks of the premises to minimise hazards, including outdoors. This helps to ensure a safe learning environment for children to play and learn in.
- Children successfully learn about people and communities that are different from themselves. For instance, they acknowledge festivals from other countries and cultures, such as Chinese New Year and Eid.
- Processes for monitoring and comparing the progress of different groups of children, including those who speak English as an additional language, are not precise enough. This means emerging gaps in learning and development are not swiftly identified and addressed.
- Occasionally, the organisation of staff during group activities does not provide enough support to extend children's learning to the highest level.

What the setting needs to do to improve further

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

- strengthen processes for monitoring the progress of groups of children, including those who speak English as an additional language, to swiftly identify and address any emerging gaps in development
- review the organisation of staff during group activities, to ensure the highest level of support for children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector completed a joint observation of a planned activity with the manager.
- The inspector looked at a sample of documentation, including policies and procedures, suitability checks, staff qualifications and children's developmental records.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

The manager closely monitors staff performance. For instance, she regularly observes practice and meets with staff individually to identify areas for development and training needs. This helps to ensure children benefit from teaching that is consistently strong. Accurate self-evaluation, which includes the views of parents, children and staff, positively drives improvements. For example, following recent parent feedback, changes have been made to the menu, so children have a more varied choice of meals. The management works well with parents and other agencies to ensure children get the help they need to make continued progress. Safeguarding is effective. Staff know the signs of possible abuse and neglect. They have a good understanding of the processes to follow if they have concerns about children's welfare.

Quality of teaching, learning and assessment is good

The environment is bright and stimulating, indoors and outside. Staff provide a wide range of exciting activities that help promote all areas of learning. For example, children learn the names of shapes and explore mixing colours as they paint. Staff regularly observe children's play and use the information gained to plan accurate next steps for children's continued development. Children benefit from many opportunities to extend their early mathematical skills. This is evident when they count accurately and older children match the quantity of objects to the correct numerals. Staff successfully support children's developing independence skills from the outset. This is demonstrated as they encourage toddlers to put on their shoes to go outside.

Personal development, behaviour and welfare are good

Staff form strong bonds with children and support them well during transitions, such as moving rooms and starting school. Children receive plenty of praise and encouragement, which successfully enhances their self-esteem and confidence. Staff know children in their care well and are sensitive to their individual needs. For example, babies and children receive cuddles and reassurance when they are upset or unsure about new experiences. This helps them to feel safe and secure. Staff help children to keep healthy. For instance, they provide nutritious meals and children have daily opportunities to play outdoors. Children are well behaved and respond positively to clear and consistent boundaries set by staff.

Outcomes for children are good

Children learn good social skills. This is evident when they play cooperatively together, share resources and take turns. Children are confident and motivated learners. They enjoy a good range of resources, such as bikes and slides, to enhance their physical skills. All children make good progress from their starting points. They develop many of the skills needed in readiness for their next stage in learning. This is demonstrated when older children confidently use their self-help skills, such as taking themselves to the bathroom and washing their hands.

Setting details

Unique reference number	EY553819
Local authority	Medway
Inspection number	10092113
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	72
Number of children on roll	85
Name of registered person	Manor Daycare Limited
Registered person unique reference number	RP553818
Date of previous inspection	13 July 2018
Telephone number	01634 788819

Monkey Puzzle Day Nursery Walderslade registered in 2018. It is located in Chatham, Kent. The nursery is open Monday to Friday from 7.30am until 6.30pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 19 members of staff, 16 of whom hold relevant early years qualifications. Of these, one holds a level 4, 10 hold a level 3 and five hold a level 2. There are three unqualified members of staff.

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