

Monkey Puzzle Bedford

78 Shakespeare Road, Bedford, Bedfordshire MK40 2DN



Inspection date	4 June 2019
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 management team reviews and evaluates policies and procedures to ensure that children are cared for in a safe environment. The team works with staff to review their practice and takes account of feedback from parents and other professionals. This enables the team to make timely improvements.
- Children make good progress. Staff make regular observations of children and develop their next steps in learning. They assess children's development effectively and provide a range of interesting activities and play opportunities.
- Staff carefully consider and adhere to children's special dietary needs, preferences and allergies. They offer children a wide variety of healthy, well-balanced meals and snacks. This supports children's health and well-being.
- Staff support children's knowledge of simple mathematical concepts. For example, children develop an understanding of shape and size as they play with sand.
- Children have daily opportunities to enjoy fresh air and exercise. For example, they learn to balance and manoeuvre safely around others as they negotiate obstacle courses and confidently use climbing apparatus.
- On occasions, staff do not always manage children's behaviour as effectively as possible. This means that some children do not have consistent opportunities to develop their understanding of appropriate ways to behave.
- Sometimes, staff do not provide enough challenge during some activities to help older, most-able children make the best possible progress.

What the setting needs to do to improve further

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

- extend the support offered to staff to aid them in managing children's behaviour consistently
- enhance opportunities to provide older and most-able children with further challenge.

Inspection activities

- The inspectors spoke with staff and children at appropriate times throughout the inspection.
- The inspectors completed separate joint observations with the nursery manager and evaluated the quality of teaching observed.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors held a meeting with the nursery provider and manager. They looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

Inspectors

Jo Rowley

Kelly Eyre

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a thorough knowledge of the procedures to follow if they have concerns about children's welfare. They maintain their good understanding through regular child protection training. This enables staff to adhere to both local procedures and national guidance. The manager makes good use of her qualifications to implement informative staff meetings and is an effective role model to staff. She supports them to develop strong partnerships with other professionals, such as health visitors and the local authority. This means that children's specific needs are identified and consistently met. The manager monitors children's progress and makes good use of additional funding to help promote children's development. The management team provides effective systems for supervision and performance management. This enables staff to identify specific strengths and possible training needs.

Quality of teaching, learning and assessment is good

Staff encourage young children's early language and communication skills. For example, they help children to use simple sign language for everyday words, such as 'drink', 'more' and 'thank you'. Equally, staff support older children to increase their vocabulary. For instance, they introduce and repeat new words, and sensitively support children to speak in sentences. Staff engage children in activities that support their imaginations. For example, young children explore the texture of foam, cereals and decorative food sprinkles as they create their own pretend ice creams. Staff engage parents in extending their children's learning at home. One of the ways in which they do this is to offer parents the opportunity to stay and play with their children at the nursery. This also supports parents to tell staff about their children's play and development at home. Staff then use this information to update children's assessments.

Personal development, behaviour and welfare are good

Children develop effective social skills. For example, during mealtimes, they participate in discussions and learn to listen to each other. Children follow good daily routines, such as handwashing before lunch, that support them in developing their awareness of healthy practices. The key-person system is effective. Staff work with parents to build a clear understanding of children's needs. They make good use of this information. For example, babies feel comforted and settled because staff follow their home routines. Staff promote children's safety and well-being. They support children to think about their personal safety, for example, when using the ball pool in the sensory room.

Outcomes for children are good

Children are making good progress given their starting points and capabilities. They develop the skills that support them when they start school. Children develop early writing skills. For example, babies and young children delight in creating circles and patterns in dry cereal. Older children develop their creative skills as they use paint and ink stampers and practise creating letters in malleable dough.

Setting details

Unique reference number	EY562269
Local authority	Bedford
Inspection number	10102829
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	0 - 4
Total number of places	75
Number of children on roll	104
Name of registered person	Mini Whales Limited
Registered person unique reference number	RP562268
Date of previous inspection	Not applicable
Telephone number	01234930282

Monkey Puzzle Bedford registered in 2018. The nursery employs 19 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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