

# Monkey Puzzle Day Nursery Streatham

496 Streatham High Road, LONDON SW16 3QB



<b>Inspection date</b>	30 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 are happy and settled at this friendly and welcoming nursery. Staff are kind and attentive, and children form close bonds with them. Staff support children's emotional development well, which helps them to settle.
- Teaching is good. Staff provide a broad range of interesting and stimulating activities that are loosely based on themes that captivate children's interests. For instance, during the fairy theme, children enjoyed dressing up as fairies and creating powerful fairy potions with glitter. However, staff do not consistently provide opportunities to extend older children's mathematic skills further, in relation to weight and measurement.
- The manager provides good support for all staff, including pool staff and apprentices. This helps to support effective teamwork.
- Children's safety and welfare are promoted well in all areas by members of staff. For example, they use strategies including daily risk assessments and carry out regular head counts as children go to and from the garden.
- The manager regularly seeks the views of parents, children and staff to help her evaluate the provision. For example, she has acted on parents' requests for increased details of activities. Termly newsletters now provide more structured details of the themes and activities that are linked to children's areas of learning.
- Children are provided with limited opportunities to engage in activities and experiences that reflect their individual home languages and heritage.

## **What the setting needs to do to improve further**

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

- extend mathematical activities for older children so they can explore more opportunities to weigh and measure during play
- provide more opportunities for children to engage in experiences that reflect their home languages.

### **Inspection activities**

- The inspector observed activities in all parts of the setting, including the outdoor area.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at children's records, planning documentation and the provision's policies and procedures, including those related to the suitability of staff.

#### **Inspector**

Trisha Edward

## Inspection findings

### Effectiveness of leadership and management is good

The manager follows rigorous safer recruitment procedures to ensure the suitability of staff. Safeguarding is effective. Staff are thoroughly trained and know what to do if they are concerned about a child's welfare. Efficient systems are implemented to help improve the quality of the provision and teaching. For instance, staff have access to regular performance management, ongoing training and peer-on-peer observations. This helps to ensure teaching continues to be cohesive and good. The manager uses successful systems for monitoring the progress of groups of children. This supports them to clearly identify any gaps in learning and address these as soon as possible.

### Quality of teaching, learning and assessment is good

Staff are skilled in providing activities that help children to develop their early reading and writing skills. Young children use their fingers and tools to explore a range of textures. For instance, wet sand, play dough and 'fairy goo'. Older children take part in fun activities that encourage them to be confident in identifying letters and linking letters to sounds. They demonstrate good imagination and hand control as they use pipettes to fill and empty their 'fairy potion'. Staff provide young children with a range of opportunities to problem solve shapes and space. For example, children access age-appropriate puzzles and concentrate and explore to match the correct space. Staff effectively monitor children's development. They use an online system to capture their observations and make targets for children's ongoing learning. Staff establish very positive partnerships with parents to give details of children's progress and encourage them to share learning from home. This helps to promote a consistent approach to children's development.

### Personal development, behaviour and welfare are good

Staff provide children with a broad range of opportunities to develop positive attitudes to a healthy lifestyle. Children of all ages have regular chances to be active and to develop their physical skills. For instance, younger children take manageable risks as they use an indoor climbing structure to walk up steps and ramps. Older children have fun in the garden as they ride tricycles and manoeuvre around equipment and their peers. Children develop a positive attitude to healthy eating as they visit local shops to observe a variety of fresh fruits and vegetables. The manager works closely with the cook to provide a broad range of healthy meals and snacks daily. Children's behaviour is good. Staff use meaningful praise and encouragement with children throughout the day.

### Outcomes for children are good

Children gain valuable skills that prepare them well for their next stages in learning and eventual move to school. They make good progress from their starting points in learning. For example, older children competently count and can recognise some numbers and shapes. All children develop good independence skills, for example they make choices about the toys they want to play with. Younger children take care of their own personal care routines, such washing their own hands before meals. Older children serve themselves meals at lunchtime.

## Setting details

<b>Unique reference number</b>	EY545904
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10107104
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Amber May Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP545903
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02086794937

Monkey Puzzle Day Nursery Streatham registered in 2017 and is based in Streatham Common. The nursery opens from 7.30am to 6.30pm five days a week, for 51 weeks of the year. There are 10 members of staff, five of whom hold relevant childcare qualifications from level 3 to 6.

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