

# Monkey Puzzle Day

## Nursery Stoke Newington

106 Stoke Newington High Street, London N16 7NY



<b>Inspection date</b>	13 June 2019
Previous inspection date	24 January 2019

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

### Summary of key findings for parents

#### This is a provision that requires improvement

- Systems to monitor the quality of teaching and provide effective support to staff are not routinely in place to help them improve their knowledge and skills and, therefore, ensure children have every opportunity to make good progress.
- Leaders do not use self-evaluation effectively to address any weaknesses, for example in teaching and learning.
- Managers are embedding new systems of assessment. This means that some assessment is not precise enough to identify gaps in children's progress swiftly.

#### It has the following strengths

- Partnerships with parents are strong, and the leadership team works closely with parents to keep them informed about their children's progress.
- Managers provide a safe and well-organised environment, both inside and outdoors.
- Staff consider children's interests and views when planning activities for learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
improve teaching by further developing supervision of staff and setting robust targets to rapidly enhance their knowledge, skills and teaching practice	02/08/2019
develop a more rigorous approach to self-evaluation to ensure targets for improvement are firmly focused on teaching and learning	02/08/2019
improve the use of information gained from observations and assessments to identify gaps in children's progress and to monitor and plan effectively for children's next steps in learning.	02/08/2019

### Inspection activities

- The inspector held a meeting with the leadership team.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this had on children's learning.

**Inspector**  
Keiley Pedro

## Inspection findings

### Effectiveness of leadership and management requires improvement

Arrangements for safeguarding are effective. Staff demonstrate a good knowledge and understanding of the possible signs and symptoms of abuse, and the local reporting procedures. The leadership team has taken positive action to address some of the recommendations following the last inspection. However, these are not fully embedded across the nursery. The manager monitors the progress of individuals and groups of children, but this information is not shared effectively with staff. Managers do not consistently identify where staff need focused support, training and coaching to ensure that the quality of teaching is routinely good across the setting. Leaders do not carry out effective supervision of staff. Therefore, they do not help them identify precisely where improvements in their knowledge, understanding and practice can be made to raise standards further. Self-evaluation includes the views of parents and staff, but does not identify areas where improvement is needed.

### Quality of teaching, learning and assessment requires improvement

Managers have put systems in place to improve the teaching, learning and assessment of children, but these have not been implemented across the setting. Teaching in the baby room and at the forest school, for example, is child-led and fun. However, the overall quality of teaching and learning across the setting is not routinely good. Staff lack knowledge and understanding of how children learn and develop. Children are introduced to formal phonics, for example, before they are ready. Staff who work with the youngest children do not focus on developing their skills in the prime areas of learning. Staff do not routinely use information from parents when making initial assessments of children's starting points. Children do not have the opportunity to play outside each day, for example when it is raining. This inhibits the development of those children who learn best outdoors.

### Personal development, behaviour and welfare are good

Managers have developed a settling-in process which focuses on the child and the parents' needs. As a result, strong positive attachments are formed between children and their key person. Children are well behaved and develop positive social skills. For instance, children in the pre-school take turns to speak and listen during a small-group activity, showing consideration for others. Children learn to be kind to each other, share and take turns. The provider places a strong emphasis on children's good health and well-being. Staff encourage independence through regular, clear expectations and routines for children, to which they respond well.

### Outcomes for children require improvement

Weaknesses in teaching and inconsistencies in planning and assessment impact on children's ability to make good progress. Despite this, children, including those who speak English as an additional language, make progress from their starting points. Children make progress in their literacy and mathematical skills, and develop some skills to support their learning in the future.

## Setting details

<b>Unique reference number</b>	EY536160
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10089360
<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>	1 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Kundra Creative Limited
<b>Registered person unique reference number</b>	RP536159
<b>Date of previous inspection</b>	24 January 2019
<b>Telephone number</b>	0203 538 4790

Monkey Puzzle Day Nursery Stoke Newington registered in 2016. The nursery operates from a church building, and is located in the London Borough of Hackney. It is open from 8am until 6pm, Monday to Friday, for 51 weeks per year. There are currently 19 members of staff who work directly with children. Of these, two hold qualified teacher status and 10 hold relevant childcare qualifications at levels 2 and 3. The provider receives funding to provide free early education for children aged two, three and four years.

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