

Monkey Puzzle Day Nursery Battersea

115 Battersea High Street, London, Surrey SW11 3HS



Inspection date

Previous inspection date

12 July 2019

14 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 manager and staff team have made good progress since the last inspection. The majority of staff have joined the setting within the last year. They show a strong commitment to driving improvement and have successfully implemented a targeted action plan to make changes where they are needed most. As a result, the quality of care and learning has improved.
- Children benefit from a nurturing environment where staff are calm, kind and caring. Consequently, children behave well as they play and explore, and they seek support or comfort from staff when needed.
- Staff show high regard to supporting children effectively in developing their health and self-care skills. Staff understand the importance of positive toilet training and giving children encouragement and time so that they develop good habits and personal independence.
- Within a short time, staff have developed a consistent approach to observation, assessment and planning. This ensures that children's individual learning needs are met effectively.
- Older children do not have enough opportunities to use a wide range of technology to further develop their understanding and skills.
- Staff could do more to strengthen communication with parents who are harder to engage, so that information about children's progress and learning at home can be shared more effectively.

What the setting needs to do to improve further

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

- strengthen methods to communicate with parents who are harder to engage, so that information about children's progress and learning at home can be shared more effectively
- extend opportunities for older children to use a range of technology.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during indoor and outside play.
- The inspector carried out a joint observation of a planned activity with the manager.
- The inspector looked at a variety of relevant documentation, including children's and staff's records, self-evaluation and records of observation, assessment and planning.
- The inspector spoke to parents, children and staff during the inspection and took account of their views.

Inspector

Jo Geoghegan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff and the provider have attended training to ensure they fully understand the procedures to follow if they have any concerns about children's welfare, or if allegations are raised against staff. Since the last inspection, the manager has implemented a rigorous action plan including staff training and visits from the local authority early years adviser. Consequently, staff's practice has improved and requirements are met. Staff benefit from regular supervision and coaching, which aids their personal development and consistent practice. The manager closely monitors the educational programme and reviews the use of assessment, including the progress check at age two. Together, the manager and staff team track the progress of individual, and groups of, children's learning, so that any gaps in learning are quickly identified. This helps staff to plan a range of challenging activities that meet children's needs effectively.

Quality of teaching, learning and assessment is good

Children enjoy a broad range of activities. Babies are supported well in developing their walking skills. Staff develop babies' language skills effectively during play. They sing and talk to them and respond positively when babies babble in reply. Toddlers enjoy exploring in the outside play area and play imaginatively while using the shopping trolley and play food. Older children have settled well into the newly opened pre-school room. They enjoy being creative while making play dough, for example adding glitter. Staff extend their learning well by encouraging them to use a range of hand tools and to make marks or letters in their dough. Children develop good problem-solving skills as they independently build the train track. Staff regularly endeavour to share information with parents about their children's progress and work together to ensure children's next steps challenge children's learning effectively. Children enjoy group activities, for example doing the long jump in the sand. They cheer each other on and celebrate their efforts and achievements while developing their physical skills in a fun way.

Personal development, behaviour and welfare are good

Children have good relationships with staff and each other. This helps them to feel safe and secure in their learning environment. Children are developing good social skills and actively share and take turns during play. Staff ensure the environment is safe and clean. They encourage children to learn about good health, such as having regular drinks of water and physical exercise. Children also learn good self-care skills. For instance, babies are encouraged to feed themselves, and older children make choices at mealtimes and serve their own foods. At nap times, staff gently help toddlers to learn how to take their shoes and socks off.

Outcomes for children are good

Children make good progress from their starting points. Staff work closely with parents and other professionals to support children who have additional needs effectively. Staff gain information from parents when children begin so that they can measure children's progress effectively. Children are becoming independent learners with good self-care skills. This ensures they are well prepared for the next stage in their learning or move on to school.

Setting details

Unique reference number	EY560540
Local authority	Wandsworth
Inspection number	10095143
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	71
Number of children on roll	53
Name of registered person	Peter Dixon Limited
Registered person unique reference number	RP560539
Date of previous inspection	14 January 2019
Telephone number	07985553659

Monkey Puzzle Day Nursery Battersea registered in 2018. It is based in Battersea in the London Borough of Wandsworth. The nursery opens from 7.30am to 6.30pm, all year round. There are 13 staff working with the children, 10 of whom hold a relevant childcare qualification between levels 2 to 6. Three staff are unqualified and working towards gaining qualifications. The provider is a qualified teacher.

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